THE JOURNAL OF EDUCATION

Volume 128 SEPTEMBER, 1945 Number 6

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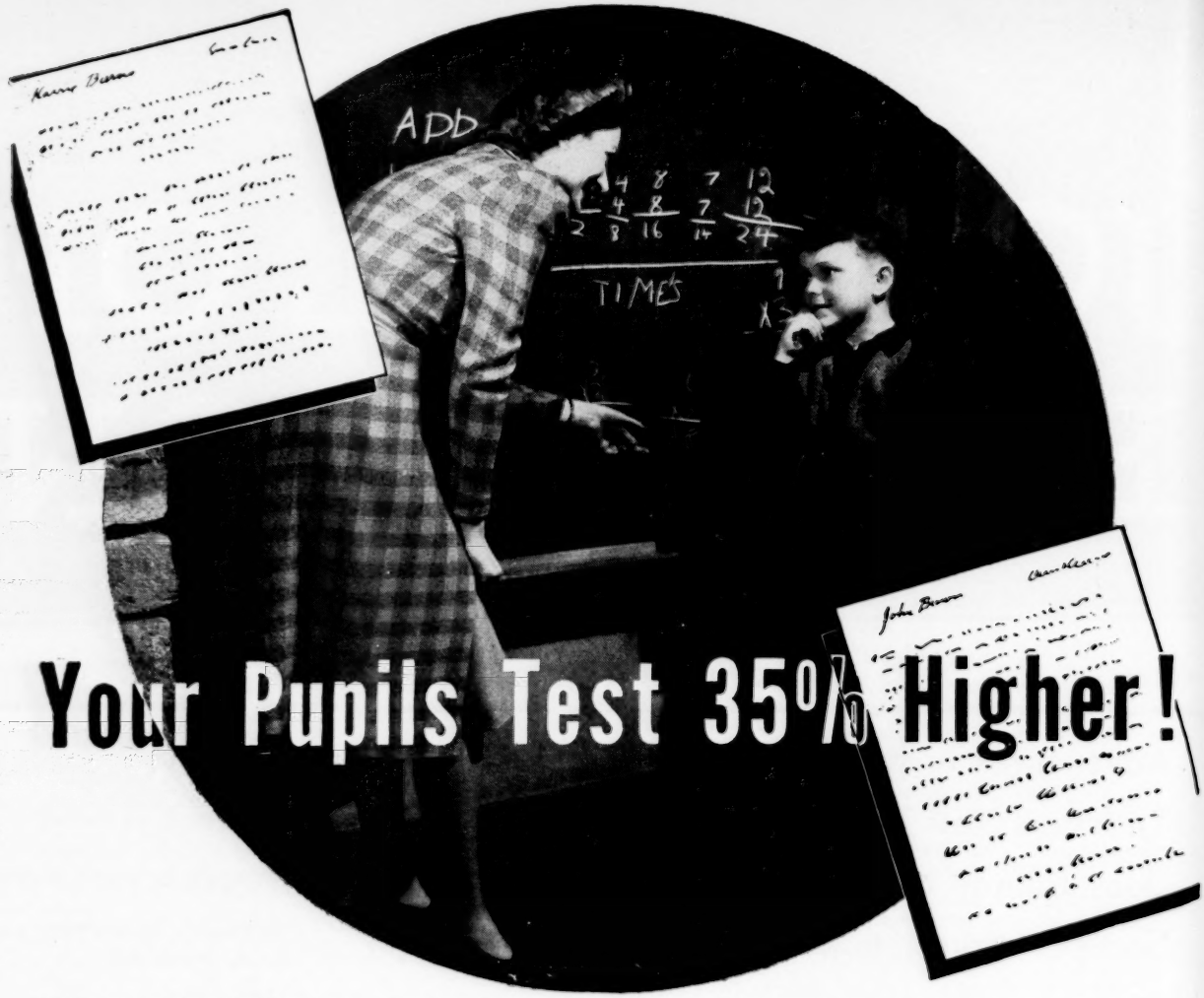

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MESSAGES
TO AMERICAN
SCHOOL TEACHERS
No. 8

Our Democracy Needs Protecting

DURING THE NEXT FEW YEARS our American way of life will face hard foes here at home. Clever and able theorists will take full advantage of post-war confusion to widen their plantings of doctrines and ideals alien to our code of freedom. Naturally, they will seek the soil most fertile for such plantings—*young minds.*

You teachers are chosen guides for these young minds; yours the right and privilege to lead them to a clear understanding of the human values of our democracy; and to awaken in them appreciation of its benefits, which "are not given free, but must be earned through work and service," according to Dr. Francis B. Haas, State Superintendent of Public Instruction, of the State of Pennsylvania.

"A good school is a community organized for learning," he adds, in a recent statement. "As such, it should match as nearly as possible, the purposes and procedures of a community organized for living. It is for *living* that we should train youth, and to do this at all adequately we must adapt the course of studies to the needs and responsibilities of citizenship in a community.

"One of the major needs is a means for circulating knowledge of what is being thought and done, not only in the immediate community, but throughout the nation and the world. This function is performed by newspapers and magazines, and the latter are of special importance, since it is their major function to sift and correlate facts. For use in schools, a magazine such as the *Reader's Digest*, which offers accurate and interesting summaries of significant events and achievements in the social, scientific and economic fields, is of high value. Its worth is increased by its well-edited presentations.

"Democracy offers as its political ideal development of opportunity for the individual. Its benefits are not given free, but must be earned through work and service. Here, again, good magazines aid in the development and use of opportunity by spurring the imagination."

Pennsylvania, the birth-state of our freedom, was the second state to establish, in 1834, a tax-supported public school system. There, as elsewhere in the nation, public schools have become our first line of defense against the foes of democracy. They have proved their protective power, and so long as they stand for free access to the facts on which knowledge is based, and to all sides of controversial issues, they will continue to bulwark the brand of freedom we want and need.

The Reader's Digest

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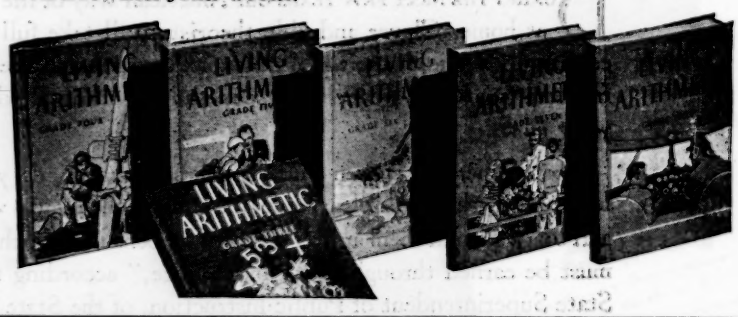

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The Journal of Education

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as we go to press . . .

We are thinking of the letdown following a world war. While the struggle was on, everybody pitched in and did his best to bring about victory. Not quite everybody, of course. But people in general were lifted above their former humdrum level. They thought in terms of two concentric circles: their own small circle of self and family and friends; and that larger circle of the nation, democracy, and civilization. It is strange how we mingled the smaller and the larger circle. We listened eagerly for the news of battles and campaigns. But we snapped off the radio on the instant to grab a letter the postman handed us from that lad of ours out there in a Flying Fortress or a foxhole. Soon now this lad will be coming home—unless he was a casualty. In any event, the tendency will be to pull in our heads like turtles and pay little attention to things outside our own shells. This will be bad business, especially for those who teach. It was this sort of unalertedness that led the whole planet get messed up the way it did. We don't want this to occur again.

As editors of one professional journal we have resolved to keep an eye on the ball—the one that swings around the sun once every 365 days or so—and not to become too wrapped up in petty affairs to notice what goes on or how these petty affairs fit into the larger picture.

Before you, in the pages of this issue, are the results of summer reflecting and reporting by thoughtful persons in divers places. We were obliged to revise a word here and there because the war virtually ended in mid-August when most of the material was already in the printer's hands. We hope this touching-up process has taken care of all pre-victory statements, but if not, you can smile at our expense. As if we cared!

TEXTBOOKS IN REVIEW

National Governments And International Relations

Brought up in a world at war, the typical young American knows in a general way the values that were fought for and the evils to be overcome. But he is poorly informed about the international strains and stresses, the backgrounds and the complex situations that lead to armed conflict. As a responsible citizen of the United States and of a world that must avoid future wars or face extinction, he needs to know his way about. He needs an insight into national histories and idealogies and foreign policies. He can get a smattering of all this from a study of world history. Or he can be assigned to a hundred different units of research by a teacher who is sufficiently qualified to guide him through this labyrinth of fact and interpretation. A teacher possessing such equipment has come to the rescue of many other teachers with a book. This teacher is Frank A. Magruder, a professor of social science in the University of Oregon. His book is titled *National Governments and International Relations*... It not only stands alone in its emphasis upon the things that affect each nation's attitude toward the world community, but it does a remarkably thorough job into the bargain. How our own State Department is set up and operated; what we strove for in the recent conflict and beyond; how every important nation on the planet conducts itself with respect—or disrespect—to its neighbors; what means have been tried and will yet be tried to bring about greater harmony among the organized states of mankind—these matters are all presented in a form to stimulate thought and provide intellectual groundwork for a lifetime of well chosen loyalties. A text like this provides a course that countless high school students ought to have and could appreciate.

NATIONAL GOVERNMENTS AND INTERNATIONAL RELATIONS by Frank A. Magruder. Allyn and Bacon, Boston.

Invitation to Reading

If you were a book, you could have no happier aim in life than the one implied in the title, *Invitation to Reading*. Book One of a three-book series bearing this caption and a 1945 copyright date has come in for review. It is supposedly geared to the capacities and interests of the book-shy child of thirteen or so. This calls for lively, easily comprehended material expressed in simple words and sentences. The editors of this collection have discreetly drawn upon fiction, fact and poetry by scores of writers. The grouping has been done by similarity of theme, not by literary types. Hence the teen-ager who leans toward adventure, or sports, or animals, or machinery, or tall stories can easily find his favorite kind. There are stories of far places and of long ago, but the majority of selections have to do with things here and now. A book of this sort must not only please but educate and elevate. This ulterior motive behind the "invitation" is not always too well concealed, and when youngsters discover a moral, their zest takes a nose dive. Thus no collection can accomplish all that its adult sponsors envision for it. But good collections continue to be made and this is one of them.

INVITATION TO READING, BOOK I, edited by Smith, Edman and Miller. Harcourt, Brace and Company, New York. $1.72.

New Music Horizons

Book Four of *New Music Horizons* has come from press and bindery with every sign of providing musical growth and joyous experience for children who have crossed the intermediate threshold. Now they will learn less by rote and more by reading. They will start with the Key of C, and progress to G and D, to F and B flat. There will be songs of their own land and of lands beyond the seas or across the border. There will be songs with games and steps and clapping. Musical phrases will be observed and compared. Children will be given opportunities to create little themes of their own. They will meet eighth notes and dotted quarters. They will be introduced to several different instruments. Progress will be by easy stages, with enough time for each new idea to sink in. But the songs and melodies and activities will be colorful and fascinating. The horizon of the title is one of diversified adventure. The book, and indeed the series, differs so widely from the drab songbooks available to preceding generations of boys and girls, that the contrast makes for regret.

NEW MUSIC HORIZONS by McConathy, Morgan, Mursell and others. Silver Burdett Company, New York. $.98.

Les Mysteres de Paris

Written by Eugene Sue in 1842 to reveal social conditions existing in Paris slums, *Les Mysteres de Paris* now appears in an abridged edition, edited for high school reading. It is, in fact, the third in a series of readers with controlled vocabularies, the count running to some 1500 words to be mastered by the end of this book. Sue's narrative is quick and exciting in the form presented by its latest editors. Students will appreciate the defining of important new words in the margin; extra words that need not be memorized are defined in footnotes. There is, however, the usual vocabulary at the rear of the text. An attractive feature is the notes in English at the head of each chapter. These furnish historical or descriptive material, pertinent to the story itself and at the same time contributary to the undersanding of French culture and institutions. One of these chapter notes gives an excellent sketch of the French Revolution, a period that few Americans can keep straight in their minds while reading long accounts of it. *Les Mysteres* may be used at a suitable spot in any French course. However, the same series provides two preliminary reading texts, *L'Ami Bob* and *L'Ombre*... Gradual expansion of vocabulary and idioms is a built-in feature of all three.

LES MYSTERES DE PARIS by Eugene

Sue, edited by Bovée Guinnard. The Macmillan Company, New York. $1.28.

Emerging Patterns of Public School Practice

Unlike the average sandwich nowadays, this really has some meat in it. But you must either masticate or ignore a lot of statistical data before reaching the protein. The author sought a correlation between school expenditure and various types of schooling. It was found that the better supported schools studied were usually in charge of superior teachers; that these teachers were less bound to "patent devices" such as grouping, courses of study, standardized tests; and that the school tended to become a laboratory for the study of local conditions, problems of the home and family, and other matters near at hand. Education in these schools was more personalized, more functional, less formal. The teacher put less reliance on specialists.

EMERGING PATTERNS OF PUBLIC SCHOOL PRACTICE by William S. Vincent. Bureau of Publications, Teachers College, Columbia. $1.85.

Mastering Spanish

Sequel to *Acquiring Spanish, Mastering Spanish* is a second year text based on standard word lists and including reading material on U. S. regions where Spanish culture is influential. Tales of Latin American lands, Spanish proverbs, and poems are also presented, as well as essential grammar. The stress on familiar personalities and places should help to hold the student's interest and he should emerge from the course with greater understanding of our Spanish neighbors in this country and elsewhere.

Provisions are made for pronunciation drill, review of first and second year material, and vocabulary development. English essays on Spanish and Latin American culture appear at the beginning and precede each review lesson. Many photographic illustrations provide glimpses of Spanish architecture in the Americas. Needless stumbling blocks seem to have been removed, but steady progress is the manifest aim.

MASTERING SPANISH by Lillian Bedicheck and Arturo Campa. The Macmillan Company, New York. $2.32.

Publishing Company Adds to Staff

ST. LOUIS—The Webster Publishing Company announces that Dr. Margaret Kerr and Miss Florence Scannell have joined their staff.

After a long career as a teacher, Dr. Kerr served on the staff of the Elementary Workshop in Education at the University of Chicago and wrote and edited articles for the Britannica Junior and the American Educator Encyclopedia.

Miss Scannell has had teaching experience in Iowa and Minnesota and her knowledge of the public schools well qualifies her for her new position.

The Webster Publishing Company has recently expanded both its editorial office and its warehouse space in St. Louis.

Speech for All

A course of one or two semesters in oral English may well be built around *Speech for All,* a book by Lyman M. Fort, which was pre-tested by hundreds of students before it took form in print. While much of the material is paralleled in scattered parts of a high school English series, here is better unification through focusing on the spoken word. In fact, it may be rather a neat device, since the need for speech is obvious, to set the pupil to building up this one art without telling him that its mastery will make the art of creative writing come more easily. *Speech for All* is in two parts: Production and Consumption. It goes into the elements of preparation; the choice of what to say, the proper use of the voice, the kinds of speech, from conversation to debating, radio and stage dramatics. Every usual situation calling for speech seems to have been included. Exercises and activities are supplied aplenty. There is a useful chapter on parliamentary law. There are lists of common slips in diction to be avoided. The sections on dramatics are unusually comprehensive, with excellent directions for putting on a play and doing it effectively. "Speech for All" means speech for all occasions as well as all pupils.

SPEECH FOR ALL by Lyman M. Fort. Allyn and Bacon, Boston.

Health and First Aid

For a high school text on the care of the human body, combining high medical authority with new knowledge gained from World War Two, the teacher may like to consider *Health and First Aid,* by Fishbein and Irwin. It discusses all the common problems of human health and its protection and improvement, and offers manifold useful instructions on emergencies that arise either from accident or from sudden illness The profusion of pointed questions on what to do under given circumstances, gives a highly practical turn to each chapter. Nor is the student left to guess the answers since these are all supplied and may be quickly found. With its full index and minimum of technical lingo, the book is both a text for study and a manual of reference.

HEALTH AND FIRST AID by Morris Fishbein and Leslie Irwin. Lyons and Carnahan, Chicago.

Teaching Through Radio

Anyone wishing to know the educational uses and possibilities of radio, will welcome the thorough coverage of the matter in "Teaching Through Radio." The author has pioneered in this field as director of radio activities for the Cleveland Board of Education. In his book he discusses the limitations and failures as well as the advantages of radio as a modern teaching device. The treatment is by no means local as regards Cleveland. All sorts of problems are taken up that may simplify the task of anyone concerned with broadcasting for the classroom, broadcasting *from* the classroom, operating a radio workshop in the school, getting children to select commercial programs with discrimination, and making use of recordings. Sources of further information are given extensively. The volume contains a vast fund of information, many samples of scripts, an abundance of practical suggestion.

TEACHING THROUGH RADIO by William Levenson. Farrar and Rinehart, New York. $3.00.

Editorials

Sequel to Victory

Great victories have been achieved. Civilization has been rescued from utmost peril. The plots of wicked gangsters have been blown to atoms—and, at the end, by atoms.

The tasks that lie ahead are more difficult than those so far performed. The period of military occupation of Germany and Japan may be a long one, and it will surely offer many problems, especially those of reeducation and establishment of workable economies that will be safe—if this is possible.

Reconversion of industry here at home will not be so painful a process as many people have feared. That particular problem carries the sort of challenge America meets with greatest grit and skill.

The long range rather than the short range problems will be the severest test. We were told after the first world war that another great war was unthinkable. Now we are told it again, with fresh arguments that ought to be convincing. The art of destruction has gone so far it frightens everyone into demanding the renunciation of war forever. The institutions already set up for that purpose must be supported, believed in, improved and made to work.

As educators we all realize the pivotal importance of our part. The citizens, the voters, the lawmakers, the diplomats, the leaders and opinion makers of tomorrow are in the classrooms of today. Can we inoculate them with the power to think straight and the will to live more nobly than the average of their predecessors?

With God's help we can try!

A Brake on Expulsion

A fresh triumph has been scored for the rights and dignity of children. The place is Michigan. The event is a statute forbidding school authorities to expel a pupil until he has undergone a physical or mental checkup resulting in a verdict that he is incapable of profiting from instruction in a public school. Only if the parents object to such examination can the school proceed to drop the pupil informally as heretofore.

When corporal punishment was curbed or abolished by law in many of the states, predictions were freely made that schools would be upset and children spoiled. Instead of this, teachers have risen to the challenge of supplying more reasonable controls, and physical brutality has largely been eliminated as an adjunct to school administration.

But the power to eject a pupil as a last resort has remained as a sort of ace up the sleeve. How often it has been exercised unwisely and unfairly would be hard to know. Now it is proposed to apply a little science to the really important matter of determining a child's fitness for staying in school. If the case calls for special teaching or institutional care, this fact is expected to be brought out and suitable arrangements made. Naturally the mental examination will be given by clinics or physicians approved by the State Board of Education.

It will be interesting to watch this experiment. The purpose surely is excellent.

Builder of the N. E. A.

For eighteen years prior to 1935, the man behind the National Education Association was James W. Crabtree. Mainly through his faith, courage, perseverance and resourcefulness, that organization was built up from 8000 members to some 300,000, while its activities were extended into many different phases of educational work and planning.

Thus when Mr. Crabtree died on the ninth of June this year, at the age of eighty-one, he left a monument such as few men are privileged to leave.

He knew the value of an education from having worked hard to obtain it for himself. He knew also the conditions in the teaching profession that needed improvement, for he had spent many years as a teacher and a teacher of teachers. He saw clearly the possibilities of a nationwide organization for raising the professional level of teachers. He sensed the dangers of labor union methods and steered away from them.

He will be warmly remembered by a thousand friends; gratefully appreciated for his services by countless thousands more.

A University Grows in Texas

When a city superintendent of schools steps over into the presidency of a university, that is news.

The superintendent, now turned president, is Dr. E. E. Oberholzer. The institution which he started only eighteen years ago as a junior college, without municipal funds or a dollar of endowment, is known today as the University of Houston. It became a senior college eleven years ago. Now, with a sizeable campus, a half dozen schools, a gift of oil royalties, and an independent board of regents, it ceases to be a ward of the school district and steps forth on its own. Its purpose from the first must have been to meet the actual demands of Houston young people and adults. Evidently this policy has been continued and broadened. Thus at few places in Texas can veterans find better counseling or better opportunities, in regular or special classes. There is a downtown school of business, day and evening. There is a chance for nurses to gain junior college diplomas along with their certificates of nursing. There are extension classes in the city's environs.

To the citizens of Houston, to the University of Houston, and to President Oberholzer, congratulations and thanks for an encouraging example of educational progress.

Teachers in Seven Days

Through a manuscript much too lengthy and detailed for printing in the Journal, your editor has glimpsed the secret of that miraculous system by which the United States Army equipped selected young men from all sorts of occupations—in courses lasting only seven days—to instruct GI's to do a specified job effectively. Some of the teacher trainees had undergone previous instruction or experience in education, but many had not. Results were not equally good in all cases. But the army proved to its own satisfaction that, with reasonable talent on the part of the candidate, amazing proficiency can be attained.

The art of teaching was itself regarded as a technical skill, to be taught precisely as the skill of handling a machine gun or detecting an enemy airplane might later be taught by these new instructors. Hence the teacher's task was dissected, studied, and put together again by the army's educational planners. As a result, the teacher candidate was placed in a class of eight to ten men—not thirty. He was given a dose of theory; educational psychology in one hour, for example! He was told how to use his voice, and recordings of his voice were made and played back to him. He practised until he got the knack of clear speech. He was told how to plan a lesson; then required to do it. His plan was examined, criticized, and given back for revision; then re-examined and discussed. Everything was explained; practiced; tested; criticized or discussed and then tried again. These candidates were to apply the army's way of teaching GI's. This is formulated in various codes, but here is one:—

1.—Motivate. 2.—Explain. 3.—Show how. 4.—Let the men do. 5.—Test. 6.—Criticize. 7.—Re-teach. 8.—Let the men do again.

The teacher candidates themselves were given the same kind of medicine. Generally speaking, it worked.

According to Corporal Isador Rubin, whose article we are so inadequately sketching for you here, some of the men who had attended schools of education concluded that those institutions could vastly improve their techniques by having their students not stop with hearing lectures or even with observing how others do what they are to do, but by more opportunities to practice, to be re-shown and to practice again.

Do some schools of education teach as badly as their graduates are warned not to do? If so, the army could teach some teachers of teachers—not everything, but something.

Ragged Edges

Americans grew impatient over the time taken by the Japanese to drop their arms after President Truman's announcement of August 14 that the five principal allied governments had accepted Japan's proposals for surrender. One might have supposed the order could be given from Tokyo by radio. But official envoys had to be sent in person to all fronts. It looked like stalling. Possibly it was not.

That period of delay was occupied by the Japanese propaganda machine for bringing to the nation a sharp realization of total defeat. Editorials in the Tokyo press and official statements on the air even indicated a determination to purge the nation of "old evils," to set up a government more representative of "the real life of the people," and to pursue hereafter the path of "justice and peace."

Whether all this was meant for foreign consumption and was only a smoke screen to cover intended revenge, is for history to unfold. Americans would like to believe that the Japanese have learned their lesson and that one such lesson is enough. They would like to believe that the reputed "Son of Heaven" is about to show a more heavenly side than in the past. But the victorious allies are taking no chances at the present moment. We trust they will take no chances for a long while to come.

Meanwhile, war ends with many ragged edges—conflicts within countries and along borders. These should make good practice for the new United Nations councils.

ADVENTURE IN RELIGIOUS TOLERANCE

MADELEINE T. SCHOENHOF
Principal, Public School 78
Bronx, New York

As we browsed through our new set of books on the first day of the semester, we wondered in what new way we might learn from them. Posters depicting interpretations of the FOUR FREEDOMS had been placed on the barren bulletin boards for decorative purposes. They had aroused considerable interest as we entered the room.

"Our history tells us about the Bill of Rights," one girl offered. "Why couldn't we study about the FOUR FREEDOMS? That is what my brother is fighting for."

A lively discussion ensued, quite spontaneous but definitely heading toward a specific topic. There were several reasons for the final choice. Bill, a former pupil, dropped in one day during the week and told of some of his experiences. He had a K-Ration box with him. He was encouraged to tell us about those boxes, and he emptied the contents so that all could see. Among other things was a can of salt pork. The Jewish children wanted to know whether boys of all faiths received the same food. Bill was a fine Catholic boy, so one of his fellow Catholics was curious to learn what they did with these boxes on Fridays or holy days. Bill cleverly explained the need for existence on the battle field, and the nutrition value considered in packing the ration boxes. However, this variation in religious viewpoint interested the class.

Most of the boys and girls in this class came from cultured homes and attended to their respective religious obligations seriously. They brought in popular songs with religious settings and old hymns. They prayed for the safety of their relatives in the service. Quite naturally, then, the topic of the FOUR FREEDOMS led us to concentrate on FREEDOM OF RELIGION. Ten-year-old children reasoned that it was the real foundation of the other three. If we practice our religion as we should, they reasoned, we should be free from fear. When the Bible was first printed for people to read, that was the beginning of FREEDOM OF THE PRESS, they argued, and if we shared our goods, we would be FREE FROM WANT. In that process of elimination, it was decided that our unit would be FREEDOM OF RELIGION .

The reader should keep in mind that this is a fifth grade in a public elementary school in the world's largest city, where students of all creeds and color try to work and play together.

▼

As soon as the decision was reached, committees were formed as follows:

1. Bible Scholars:—Learn monastic lettering and illuminated manuscript. Find Bible stories and scripture sayings. Discuss how the Bible was made. Study Biblical paintings. Plan a religious pageant. Answer questions 6 and 8 (See below).

2. Artists and Architects:—Paint murals and scenery. Build stage properties. Study religious buildings. Make model buildings. Arrange a picture file. Answer questions 7 and 9. (See below).

3. Customs and Symbols Scientists:—Make a scrapbook of clippings on religion. Plan an exhibit. Supply acts and songs for the pageant. Discover the meanings of symbols and holidays. Write an illustrated report. Answer questions 1, 10. (See below).

4. Comparative Religious Students:—Construct a movie show, RELIGION THROUGH THE AGES. Note religious differences. Discover what part our religion played in government. Plan trips and invite speakers. Discuss religion and the world today. Answer questions 2, 3, 4, 5. (See below).

The class members set up ten questions that should help interpret the unit and planned the research by committees:

1. What was the beginning of religion?
2. Why do we celebrate religious holidays?
3. Why do we have separate creeds?
4. What are some of the likenesses in religion?
5. What are some of the serious differences?
6. When did Freedom of Religion start?
7. How was time reckoned in ancient times?
8. How is the Bible constructed?
9. What is the general architecture of religious buildings?
10. What do the various religious symbols signify?

It took about three weeks to organize this unit for a full term's work. There was much to be done. The pupils wrote letters to members of the clergy. The rabbi in the community was just about to enter the service as a chaplain; in fact, he had completed his military training at the Chaplain's School. He came first and told us about the duties of a war chaplain, and his liberal attitude toward all men. The minister of the nearby Presbyterian Church came over the next week and explained the derivation of many religious words. One of the interesting Jewish teachers, who had spent most of her life in Palestine, told why various foods were taboo for Jews. A wonderful afternoon was

spent with our community Catholic priest who discussed the Commandent, THOU SHALT NOT KILL. An Episcopal rector spent the morning of another week sketching the history of religion and how the branches began. These topics had all been requests in the letters to the persons invited.

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We went on several trips. Our most interesting experiences took place one afternoon when we left the school shortly after lunch and rode on the subway to 125th Street. We walked over to Broadway and arrived at the Jewish Theological Seminary where a guide, friend of one of the parents, escorted us through the building. We saw a Torah Cabinet from Japan as well as many ancient relics of religion. En route again down Riverside Drive to Grant's Tomb and the Riverside Church. Here we enjoyed elaborate architecture while listening to strains of beautiful organ music. On our way again, past the International House and into the great Cathedral of St. John the Divine. One of our friends attending the Choir School there was to be confirmed. The teacher observed the tolerant acts of the children as they pooled their resources to purchase religious gifts for their friend who was being confirmed. Then we went into the massive building and saw the bishop perform the ceremony. Bishop Manning spoke to us on the grounds as we came out of the cathedral and started toward the Choir School. He was deeply impressed with our united visit.

The climax of our trip was supper together at Child's Restaurant. This was the first time that many of the children had ordered and paid for their own meal. Several waitresses were put at our disposal and even cut the meat of those who had such service at home.

Other trips enlivened our study. On Ascension Day we went to St. Patrick's Cathedral and attended the Midday Mass. The principal comment was, "Wasn't it wonderful to see 7000 people so still!" We also visited the Temple Emmanuel that same day, and after lunch in the Automat we went to a Christian Science Reading Room.

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Many new activities grew out of our experiences. These took the form of murals, plays, and a final exhibit for the parents. Logs were carefully kept and poems were written. It might indicate the thinking if we include one of these creative efforts:

WAR
by
VIVIENNE KLAUSNER (age 10)

Will there ever come a time
When cruel war will cease?
Why must we give so many lives
For a single hour of peace?
Why can't the world be peaceful,
And all one brotherhood?
Why must there be a grave
Where once a brave man stood?

If you want to know the answer,
Listen and you will hear,
Why many a person has died,
And too many have shed a tear.
There is a man, a cruel, selfish man,
The most ruthless barbarian of the ages,
Whose unkind deeds and tyrannies
Would fill a million pages.
This man—his name is Hitler,
He hates both you and me—
Has uprooted mighty nations
As we do a tiny tree!
He preaches to hate one another.
What must be his fate?
Let us hurry up and stop him,
Lest we are too late!
He wants you to hate your neighbor,
To separate Negro from White;
To separate Jew from Gentile,
To extinguish Freedom's light!
But we as upholders of Freedom
Shall win this terrible war,
And by brotherhood and mercy,
The rights of man restore.

The entire unit was conceived and produced by the children. The idea of the mural with the Statue of Liberty in the center, Christ and the Cross with the Saints following on one side; and Moses carrying the tablet of Ten Commandments and followed by the prophets was worked out through eager research.

An ideal understanding of other creeds and fine character development began to be noted. Parents expressed the feeling that the place to start a new nation was with the future citizens of that nation. A class formerly full of cliques and selfish motives became friendly and thoughtful.

Teachers Tell Their Supervisors

SAMUEL E. FLEMING
Superintendent of Schools
Seattle, Washington

PRINCIPALS had been invited to give their appraisal of the work of the supervisors. They had accepted the invitation with alacrity and had given their thoughts to the assembled supervisors with refreshing candor.

Then as a further step in the democratic process of administering schools here in Seattle, it seemed logical that teachers should have the opportunity of presenting their views of what the supervisors were doing and how they were doing it.

Representing the entire corps, three teachers brought their message to the supervisors in a regular supervisors' meeting at administrative headquarters. For more than an hour the teachers discussed problems arising from their relationships with the supervisory staff. Their discourse was constructively critical and when they had finished two results had been

accomplished.

The first was well expressed by one of the teachers during the discussion. In effect she said, "I find that being able to offer our opinions here and elsewhere gives all of us teachers a feeling of being a more important part in this business of education. Many of us have not had that privilege in other districts."

The second result concerned the supervisors. They were seeing themselves as others see them.

Views expressed had been gathered from many teachers throughout the system. The expression was positive. The teachers did not speak of the things they didn't like about supervisors. They spoke of the things they do like and sometimes do not get.

For example: Teachers like to know when supervisors are going to call.

They believe a supervisor must have a complete understanding of the background and conditions of each school. General knowledge will not do.

A better understanding between principals and supervisors as to desired results is a prime requirement.

Teachers would appreciate a supervisor's private, frank, personal discussion of their strengths as well as their weaknesses. Appreciative comments give encouragement.

Demonstration teaching by supervisors is much to be desired over passive observation and critical comment.

Supervisor-teacher relationship should resemble teacher-student relationship.

To say that all supervisors left the meeting with a deep resolve to reform would be an exaggeration. Many needed little if any reforming. But the points stressed by the teachers gave rise to much supervisory thinking and one supervisor probably came near to speaking the thoughts of the others.

"From now on," she said, "I'm going to see more, hear more, and say less."

DOES JOHNNY BEHAVE ON THE BUS?

MEADER G. PATTINGTON
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"COME early, John?" asked Mr. Average Parent of his 'teen age son.

"Nope, school was out at the same time, but, say, Dad, that new bus driver of ours has sure got a system! Everybody has a certain seat, no more crowding to get on or off first. The last ones to get off sit in back. And today I was put on as bus leader for this month. It's up to me to help keep order on the bus. I help the little ones off and on and see that they get across the road O.K."

"Isn't that quite a responsibility, John?"

"Oh, of course the driver tells me first when to have them cross, but Dad, you should see our bus this year. It's lots quieter than it was before."

Many principals, school boards and bus drivers, as well as parents and people driving along the road back of a bus are often dismayed at the roughness going on inside, at children fighting to get on or off first, at children darting across the road. The bus driver, according to many state statutes, has the same control over children on his bus as does the teacher in the classroom. What many drivers do not consider, however, is the means by which an orderly, business-like set-up can be provided for the control of the children entrusted to his care.

The time for such plans is before the start of school. No principal starts school in the Fall blind. He makes plans, plots study and seating arrangements and attempts as far as posible to have things ready to click on that first day. In these plans should be a provision for calling together all his bus drivers. We have under present O.D.T. requirements and state regulations many schools established for training bus drivers. These schools, however, often do not provide for suitable plans of pupil control. And that control is one thing that should and must be done if 100% safety is to be provided for a bus load of children.

A meeting of drivers can be made more than a simple survey of routes, time schedules, responsibilities, rules and regulations. Drivers can contribute suggestions on organizing their bus loads into cooperative groups. Pupils can be appointed to help with loadings and unloadings. Bus seating charts can be planned and will, on the first few days of school, provide a check-up on all pupils and prevent leaving some. Pupils can be educated to know what they are supposed to do on a bus. Buses can be kept neat and clean. Bus monitors can police-up the buses and help in many ways, a responsibility which will often turn the "bad boy" into a boy who through responsibility and a feeling of pride for his job will help in keeping order among others. As well as, it is needless to say, ending his own up-sets.

It is easy to say that a bus driver should keep order but he has many other things to do, among which are driving and watching traffic. One scheme on seating is to have a flexible card pocket sheet with space for pupils' names

arranged according to bus seats. The other side provides space for a second trip now so prevalent in these days of bus scarcity. Give each student a definite place and it is much easier to fix responsibility for damage done to bus and upholstery. Some states do not permit the driver to leave his bus on the road. A pupil monitor can help small children cross the road, on signal from the driver.

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One of the best bus drivers I ever knew, not only from the point of handling his bus but in discipline of his pupils, had a bus organization similar to a school homeroom organization. Pupils took turns in monitoring the bus. They took pride in keeping it the neatest in the school fleet. The driver in turn gave them a treat at the end of the school year, and prizes were provided, on vote of the pupils, at the end of the year to the best boy and girl monitors. I have known this driver to stop his bus on the side of the road, go back and in quiet but firm tones instruct a new pupil, who was "out-of-order", in what was expected of him. He covered his route in less time and his bus was a model of neatness. And the children at the end of the year presented him with a gift that kept many of them from the ice cream fountain for weeks.

In one situation which came up while I was a school superintendent, private contract bus drivers were having trouble with pupils and the drivers felt that as private contractors they did not have the control over their pupils or the backing they would have had in a school owned fleet. By mutual agreement, a meeting was called in a centrally located school building at which all trustees and bus drivers concerned attended. A round table discussion was held and resulted in the drafting of a set of rules to be posted in each bus. The rules speak for themselves as to the securing of proper backing for the drivers. Mimeographed copies were made, posted in each bus and schoolhouse and circulated to all parents in the districts concerned. And they worked. Pupils had their attention called to them by principals in receiving schools and bus drivers read them to their loads and then posted the sheet in their buses. The list is given below. With study probably a much better set can be made but at least in this instance it did the work.

BUS RULES AND REGULATIONS

1. Driver is in full charge. Pupils must obey driver promptly and cheerfully. Pupils must obey orders of monitor or patrol or chaperone on bus.
2. Driver will assign a seat for which pupil will be held responsible.
3. Pupil must be on time. Drivers will report cases of pupils who are in the habit of being late. The bus cannot be held up continually for those who are late as all buses must run on a time schedule.
4. Unnecessary conversation with the driver is prohibited.
5. Outside of ordinary conversation, classroom conduct is to be observed and driver may separate pupils or groups of pupils who do not live up to this rule.
6. Use of tobacco on this bus is prohibited.
7. Pupils must not throw waste paper or other rubbish on the floor of this bus or out of bus windows.
8. Pupils must not at any time extend arms or heads out of windows.
9. Pupils must not try to get on or off the bus or move about within the bus while it is in motion. Wait until it completely stops and driver allows you to leave.
10. When leaving bus pupils must observe directions of driver.
11. Any damage to bus is to be reported to the driver at once.
12. Pupils must keep feet or sharp corners on dinner boxes from scratching backs of seats.

Penalty: For violation of any of these rules a pupil will be reported by the driver to the Trustee concerned who can debar the pupil temporarily or permanently from riding on the bus. To avoid accidents in transportation every one should and must cooperate to the fullest extent.

Signed:
TRUSTEES OF DISTRICTS CONCERNED.

Note: The driver of this bus is on a time schedule. To make him wait even a few minutes, when multiplied by a large number of pupils, will make him late for his run. To make him continually check on pupils for purposes of discipline may take his attention from driving and endanger his load. This bus must stop at all railroad crossings and main road intersections. When bus is stopped for purpose of taking on or discharging passengers all vehicles approaching must first stop and then proceed with caution. (This last is required under New York State Law).

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Drivers should be encouraged to meet and talk over their mutual problems. A bus driver organization can be made into a fine school improvement group and discipline on the buses will carry over to the school and improve conduct and regard for property there as well. Too often a driver known to be a good bus driver is hired and turned loose with his bus. He wonders about making the children behave but hesitates to ask questions. Problems arise and difficulty is experienced in settling them. Planning will often times settle the difficulty before it has the chance to happen or will prevent it from ever becoming a problem. A bus load of children is a big responsibility and any steps taken for mutual protection are worth all efforts put forth.

GROUP INSTRUCTION IN REMEDIAL READING

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and
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THIS is a report of an experimental program in group instruction in remedial reading. The purpose of the program was to evaluate certain materials and procedures for use in such group work.

Sixteen children from the lowest twenty-five of the sixth grade in the Cleveland Primary School were selected for the program. The children were given group instruction in remedial reading five days per week for approximately five weeks. The daily period of instruction was for forty-five minutes.

The Metropolitan Reading Test, Form A and the Kuhlmann-Anderson Intelligence tests were administered to the group at the beginning of the instructional program. Table I shows the results of the tests administered.

TABLE I

Number of cases	16
Median Reading Level	5-0
Range in grade level	4-5 to 6-0
Median I.Q.	100
Range I.Q.	90-123

As shown by Table I the median reading level at the beginning of the program was fifth grade. This was one year and two months below their grade placement at that time. The group is normal in intelligence as shown by Table I. The median I.Q. is 100, with a standard deviation of 9.942.

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A variety of methods were used in the instructional program. Emphasis was given to developing the following skills:

1. Rate of comprehension
2. Reading rate
3. Vocabulary development.

1. The children were given a story of approximately 200 words to read each day in an effort to improve comprehension. After the children read the story, they were given a short test on the material read. The type of questions varied from the objective type to the essay type. Charts were kept of their scores showing individual progress. The Stone - Grover **Practice Reader*, Book I and the fourth grade reading book, **Finding New Trails*, were used as a basis for these exercises.
2. Great emphasis was placed on rapid reading to improve their rate. Practice was provided in reading easy, interesting material under time pressure. The group had, on an average, two three-minute reading periods each day. Their reading rate was computed after each three minute period. A chart was kept showing individual rates. Again tests were given on the stories read to insure good comprehension. A fifth grade book, **Exploring New Trails*, was used in the timed exercises.
3. Training in vocabulary development was provided through the use of vocabulary games and through the use of the dictionary. Vocabulary baseball and Read-O were employed in this phase of the program. The words for the vocabulary baseball game were selected from the word lists in the vocabulary section of their baseball readers. To score in the vocabulary baseball game a child had to pronounce the word correctly, give a simple definition of the word, and use the word in a sentence. The Read-O game provided practice in quick recognition of simple words and their use in sentences. These games added spice to the word study in addition to serving as a teaching device in vocabulary development.

Twice each week one of the instructors read a story to the group. This proved to be one of the strongest motivating devices of the entire program.

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After five weeks of instruction, the children were tested, by the use of form B of the Metropolitan Reading Test. Table II shows a summary of the results of the period of training.

TABLE II

Number of cases	16
Median reading level Oct. 23, Comp. & Vocab.	5-0
Median reading level Nov. 22, Comp. & Vocab.	6-1
Gain	1 yr. 1 mo.
Median reading rate Oct. 23, wds. per min.	147
Median rate Nov. 23	234
Gain in wds. per min.	87

It will be observed that the median gain of the group in comprehension and vocabulary development was one year and one month. The median gain in reading rate was 87 words per minute. (The average reading rate for the sixth grade is 200 words per minute.)

In response to a questionnaire handed the children on the last day of the program they answered as follows:

1. Have you read more books since enrolling in the reading

*This type of instruction is not recommended for those children who are handicapped by some serious reading deficiency. A complete educational diagnosis and individual tutoring is required in such cases.

class? 16 children answered yes to this question.

2. If you have read more books, write the number and names of the books below. The average number of books read by the group was three per child during the five weeks of the training period.

3. Would you like this reading class to continue? 15 of the sixteen children answered yes to this question. One child did not respond.

The results of this experimental program suggested the following probabilities:

1. Work in remedial reading may be done successfully in groups. This type of instruction is not recommended for those children who are handicapped by some serious reading deficiency. A complete educational diagnosis and individual tutoring is required in such cases.
2. Children enjoy group work in remedial reading.
3. Children who are retarded in reading make rapid progress in such group work.
4. Children may be motivated to increase the amount of their free reading through such group instruction.

EDUCATING THE HEART

HELEN R. WAGNER

THE words which follow are Hawthorne's, but they might very well have been written as a commentary on postwar plans for a lasting peace.

"What but the human heart itself? . . . Unless they (the reformers) hit upon some method of purifying that foul cavern, forth from it will reissue all the shapes of wrong and misery—the same old shapes or worse ones."*

The remark, in its original setting, is a cynical one put into the mouth of a dark visaged personage whom we may presume to be the devil himself, gloating over the probable failures of all reformers. All their efforts, he implied, will be in vain unless they can somehow change the human heart.

Yet Hawthorne himself considers the remark "a theme for lengthened thought." He goes on to say:

"The heart, the heart . . . Purify that inward sphere, and the many shapes of evil that haunt the outward . . . will turn to shadowy phantoms and vanish of their own accord; but if we go no deeper than the intellect and strive, with merely that feeble instrument, to discern and rectify what is wrong, our whole accomplishment will be a dream."

In that statement lies a challenge to all persons who are concerned that the tragedies of our present era shall not happen again. True it is that specific plans for dealing with the enemy must be formulated, immediate social and economic problems must be dealt with. Yet the success of any world organization or plan depends upon the individuals who compose or direct it. The hope for a peaceful world rests ultimately with individual citizens everywhere.

Leaders of the world must formulate plans for peace and security, and they must execute practical measures for rehabilitating a devastated world. Yet there is a job for the idealists of the world to do too. Parents, preachers, teachers, writers, youth leaders, all who are in position to influence the thought and emotions of others—all have a responsibility to share in the making of a better world. There are ideals of integrity, fairness, generosity, and kindliness to be inculcated or stimulated, sympathies to be aroused, habits of thoughtfulness and fair play to be developed, civic and individual responsibilities to be recognized and assumed.

Of course, there is the danger that what is everybody's business is nobody's business; however, the task of bringing about a lasting peace is so tremendous a one that it *is* everybody's business, and the more people who recognize their responsibility the sooner the task will be accomplished. The process of civilizing man has been going on for thousands of years, "line upon line, precept upon precept; here a little, there a little."

Teachers in particular have a splendid opportunity to join in that gradual upward movement of civilization. In contact daily with "minds in the making," they can by their own example and by the methods and materials of the classroom do much toward the development of ideals, attitudes, and appreciations that are conducive to wholesome and happy human relationsips.

Magnanimity, justice, sympathy, and helpfulness must begin in our daily activities in home, school, and business. Unless they are consciously practised there, we can hardly expect such characteristics to be displayed in the larger relations of world affairs. The education of the heart, then, should be an important concern of all teachers, for without it there can be no hope for lasting social reforms. When the hearts of men are purged of their selfishness and made to feel sympathetic towards the needs of fellow human beings, peace plans can be made really effective. Whatever we can accomplish in the light of that ideal let us do as our part in the making of a better world.

*"Earth's Holocaust" in *Mosses from an Old Manse.*

REAPPRAISING HISTORY METHODS

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WE have multiplied our history courses. We have employed progressive methods. We have been lavish in buying classroom tackle. But for the most part we have not improved in due proportion our standards of intelligent citizenship.

The average pre-war high-schooler knew much of the C.C.C. and the W.P.A. but very little of the struggles entailed in the winning of the west. He might prate glibly about the "evils of communism and fascism", but had no idea what in those systems was evil. He had practiced the methods of voting, but too often whim or prejudice and not intelligent appraisal determined his practice ballot.

True, the war has demonstrated the tremendous loyalty of our young people. I am not trying to underrate that. I merely question whether we as history teachers have used fully our opportunities to build intelligent citizenship on the foundation of that loyalty. With the vast amount of reallocation and planning necessitated by war and reconversion problems, it is only reasonable that history teachers, too, survey the past and plan for the future.

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A *preoccupation with* things of *the present* is a weakness of some history classes. Typical is the case of a young teacher who spoke enthusiastically of the fact that "we take current events four days a week, and reserve one day for the past events of American History."

Such a course becomes a ten months' laboratory period in which the pupils dissect and analyze the particular local or national problems of the moment. Interesting as this is, it frequently lacks lasting value. A careful study of the Roosevelt-Dewey struggle of last year is of small worth to the future citizen, unless in that study he gained an understanding of the issues involved and of the workings of our electoral machinery.

Practice in democratic processes is a fine-sounding phrase that can cover a woeful waste of time. To get the pupils to express their ideas in accord with strict parliamentary procedure, no matter how inane or unsound those ideas may be, seems the end-all of some teachers' efforts. The case of a student at a large city university comes to mind. When the professor conducted his classes in the usual college lecture method, this bright young man asked for time to adjust himself. "We did not study the facts of history in high school," he said. "We discussed problems and practiced citizenship."

Projects and *interest devices* have taken the place of understanding of past events in the requirements of certain teachers. Taking map tests, such as popular magazines feature, collecting scrapbooks of historical lore, and struggling with similar paraphernalia —all valuable aids in developing students' interest in the matter— have become the total result of the year's work.

In correcting these mistakes, first insistence should be put on the gaining of a *certain body of facts*. Reasoning on these facts and a consideration of trends will naturally follow. Not only for the semester should a section of matter be assigned, but for each quarter, and, if possible, each month. This will give a needed order to the presentation and will insure coverage of the matter. Time will always be available for debates, discussions and other helpful devices, but they will not dominate the time of teacher or students.

With these facts can come an *appreciation of our country*, its heroes, its institutions. And this objective can be an aim not only of American History but by use of comparison and contrast, of European History also.

Practice in the processes of democratic citizenship may be less, but there will be *greater understanding* of what it means to be an American. Our duties will be known, not only our rights. The student will see our government working over a long period of time. He will take courage from America's heroic achievements in the past. He will see, too, its weaknesses. He will know from the past how to meet the difficulties of the future.

Now is the time to plan those changes in history teaching which are needed. We need not write any government agency for permission. We need no priorities. The problem is merely one of emphasis. Incidentals must no longer hold the center of the stage.

RESHAPING THE HOME ECONOMICS PATTERN

NORMA POWER and MARION R. SALISBURY

BECAUSE of a general trend in home economics toward teacher-pupil planning, we of the teaching group realize what a great contrast this is to the old time cooking and sewing classes, where the pupils' activities were directed by the teacher toward one recipe, such as a cake or a custard, instead of planning the meals for the day; or making a stereotyped class project, instead of styling a garment suitable for the individual. Now, many other problems relating to the home are studied in Consumer Education, Family Relationships, Child Care and Home Furnishings.

We are in the throes of a change which will result in an invaluable service to the girl, her family and community, and which must be well thought out and planned. Of all of the subjects taught in schools, ours is closest to the girl, something which she can use immediately as well as later, in improving her present method of living and in planning her hopes for her future.

Because of the close cooperation and group study on the part of the home economics teachers in White Plains, the Home Economics Department of the State of New York sent one of its supervisors, Miss Lelia Massey, to collaborate with and guide them in their activities.

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The home economics teachers of White Plains spent a great deal of time in research, reading and conferences. From these experiences they redefined their concepts and evolved their philosophy for home economics education through studying the conditions in the community and the needs to be met by the local educational program. Through clarifying their thoughts, they were able to set up goals for this work.

In order to ascertain the adequacy of the home economics program in White Plains (three junior high schools and one senior high school), all of the home economics teachers in the city decided to work in committees to make three different studies. One of these was a "Study to Determine the Pupil Interests and needs as to Different Grade Levels in Junior and Senior High Schools." Previous investigations in other places relating to the subject were studied for procedure. Then the study was made by the following means: 1. Questionnaires given to different groups in each school at each grade level representing the best, the average, and the lowest. 2. Conferences with parents. 3. Home visits. 4. Observations by teachers. 5. Teacher-class discussion. A summary of junior and senior high school interests resulted from the compilation of the individual school summaries. A second study was made on "Annual Family Incomes and Consumer Purchases of Goods and Services", which indicated occupations, incomes and expenditures of families. This study was conducted by: 1. Contact with students. 2. Contact with parents. 3. Community agencies. 4. Comparison of findings of national agencies which provided the desired information. These data resulted in a listing of implications on which to help build a home economics program. A third study, "Pupil Activities and Home Responsibilities" was carried on by questionnaires and study of office and guidance records.

Based upon the analyses of these studies, the curriculum of grades seven through twelve was revised to meet the considered needs. Comparison was made between needs as shown in the study and work being covered in classes at the time. The junior high school teachers are trying out one year of the revised course and are making notes as to whether or not the units of work decided upon are really satisfactory as planned. Each junior high school teacher is making a detailed report at a committee meeting of one or more units of work to show how it was carried through. The senior high school teachers have written up their courses of study and are now trying out the revised units in class to see if they measure up to the proposed goals.

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Last fall the high school teachers decided to give publicity to the new courses which the senior high school offered. Since the outline of study had been revised, it was considered the opportune time to publish a popularly written and cleverly illustrated pamphlet called "Home Economic News" for the information of parents, teachers and students.

In deciding what evidence to look for in evaluating the results of our work, members of the group again reviewed the most recent publications in their field, many having been suggested by the State Department of Home Economics.

The ultimate results and findings of this five year study are being used by the Home Economics Department in all of the schools in the city in order to expand and make more effective the Home Economics Education in the White Plains schools.

A booklet is to be published by the Board of Education containing all the facts and findings of the entire study.

HIGH SCHOOL PUPIL ADJUSTMENTS

LT. RAYMOND HARRIS, AUS

ORIENTATION is most effective when it is regarded as a continuing responsibility, appropriate to every part of the school year. Students are in constant need of professional guidance.

Many students are faced with problems of making readjustments when accustomed routines are disturbed; every boy and girl in the school is likely to be in such a situation at some time during the year. The total effects of these occurrences are large; they represent grave potential losses to the efficiency of the school if they are not met with careful and appropriate planning.

Discussions follow of five illustrative cases, typical problems of readjustment which affect the work of large numbers of individual students.

(1) Changes in the daily schedule of classes often occur after the school year has begun, and may involve anywhere from a few students to as many as an entire class in one subject. Whether necessary for administrative reasons or because of personal factors, students must cope with the same problems of adjustment which were encountered at the beginning of the semester, and assistance is badly needed.

Problems of adjustment are particularly difficult when changes in schedule necessitate the student's beginning a new course. Presumably others are well started in the subject and have acquired the background upon which the most significant parts of the course are to be based. Late entrants must master the basic principles while attempting to keep pace in daily assignments with the rest of the class. Only an exceptionally able student can manage these responsibilities without assistance.

The teacher's planning should make provision for all such cases. Students who have started later than the regular class should receive extra attention; study of their individual capabilities and closer supervision of their work are necessary if they are to meet the objectives which have been established for other students. Special assignments, study aids and remedial exercises are useful measures. Perhaps most important of all are personal encouragement and understanding.

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(2) Prolonged absence from school seriously interferes with individual progress and creates a recurring need for orientation. The student returns to classes to find himself days or even weeks behind in the semester's work which has been going steadily forward in his absence. What ordinarily would have been a period of growth and achievement has been an intermission in which no new learning has occurred and much has been forgotten.

During the course of the school year absence affects the progress of a substantial number of students. Without positive and definite provisions for their needs the total effect upon the school will be a serious loss of efficiency. The general situation is much the same as when changes in schedule have occurred, and calls for similar analysis and planning.

▼

(3 Part time employment outside the school raises many problems of scheduling and allocation of time. As a rule the boy or girl who works several hours daily in addition to the usual school activities is expected to maintain standards and achieve objectives which have been set for other students. In many cases the burden of work, study and attending classes becomes excessive and constitutes a heavy drain upon the strength and energy of growing children. Hours of sleep and recreation are often curtailed to the point where the quality of school work deteriorates. It is improbable that the student will be able to make stable and enduring adjustments unaided. The assistance of both parents and teachers is needed.

Obviously an orientation program which operates only at the beginning of the semester cannot meet the needs of students who accept part time jobs as they are available from month to month. A student who has succeeded in establishing satisfactory adjustments may suddenly find his personal schedule disrupted when he begins to work three or four hours a day outside the school. The new situation is apt to become a welter of confusion in which his time and energy are allotted on an hour-to-hour basis of pressure and expediency. It is a challenge to the resources and ingenuity of the teacher and calls for genuine administrative ability.

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(4) Extra-curricular activities make extensive demands on student time and energy. Often the requirements of music, dramatics, sports and other activities are so heavy as to conflict with responsibilities in regular classes. Hours normally available for study and informal recreation are absorbed by the new interests. Students are faced with the problems of maintaining proper balance and arranging daily programs to include all of the activities in which they wish to participate. Unless some assistance is given a certain amount of confusion is very likely to result.

Arrangements of personal schedules to provide for extra-curricular activities must usually remain on a temporary basis. For example, preparations for a class play may involve many conflicts with other school affairs and require innumerable rearrangements of schedules, but the necessity for such adjustments ceases as soon as the play has been presented.

At such times as the start of basketball practice the teacher should make plans with the students who must rearrange personal schedules.

(5) Change of residence poses problems of readjustment similar to those discussed above. In addition it puts the student into much the same position as if he were starting the school year again. He has been abruptly removed from an accustomed situation to an unfamiliar school, his daily schedule has been changed, and he must form new associations. The change often necessitates new subjects, strange textbooks and unfamiliar extra-curricular activities.

Difficulties of readjustment are even greater if the community into which the student is moving is not of the same type as his former home environment. For instance, a move from a rural to an urban community, or vice versa, makes adjustments necessary in the community as well as in the school, and thus places a heavier burden upon the student. Similar problems are encountered when the student's family moves into a neighborhood in which an unfamiliar ethnic group is predominant.

All of the teacher's resources must be utilized if orientation of the transferred student is to be successful. Attitudes, interests and capabilities should be studied carefully with a view to aiding the new student to participate in the community life of the school.

Recognition of the continuing need for orientation must be included as a basic and permanent principle in any sound educational philosophy.

BEGIN WHERE THEY ARE BUT—

LOUIS FOLEY
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As a general conception of method, most of our modern educators accept the idea that teaching can be done most effectively by starting on the basis of something familiar to the pupil in his daily experience, rather than beginning by having him learn abstract "rules" out of a book. Then from this starting-point he may be led to the clear realization of principles which he has never previously seen at all. The method is primarily inductive. It fits in with the theory of "learning to do by doing." Also it is open to the possibilities of "correlation" between things not obviously related.

One may believe that such a scheme can be followed in the handling of any subject whatever. At any rate, it can surely be applied to the teaching of one of the most fundamental skills involved in education, namely the intelligent use of language. Just how far the process should be carried out in a given case is no doubt a question for the teacher's judgment to decide. A pupil need not be overwhelmed by having pointed out to him *all* the ramifications of the common speech which he is accustomed to employing so heedlessly. As occasion arises, however, he might be made aware of at least a few of these things. An example will indicate some of the possibilities in this way of doing.

The publishers of a new textbook in college composition have featured in their advertising of it the statement, quoted as having been made by the author's own pupils, that "this is kinda interesting."* Now, if being "practical" means—as some of us think that it does—applying established principles to actual cases as they present themselves in everyday life, this very quotation might well be taken as a point of departure from which to develop a whole series of important lessons about the English language. Here in this small compass are clearly shown some of the deepest and most peculiar characteristics of our tongue, here can be seen how true it is that "bad English" is commonly simply an exaggeration of something which up to a certain point would be quite all right, and here is exhibited unmistakably what it is that makes bad grammar wrong, and why.

Since the real foundation of a living language is in speech rather than in writing, we might begin by considering this expression from a phonetic point of view. It is about as good an example as any to show that things which, in our manner of writing, we treat as separate and distinct words, units having independent existence, are not such at all. Phonetically, the

**A Refresher in College Composition*, by Mabel E. Strong. Longmans, Green and Company, 1945.

quoted sentence is to all intents and purposes a single word. Writing *kind of* as one word is simply a recognition in one detail of what happens regularly in phrases, clauses, and short or medium-length sentences, as they actually occur in natural speech. Separation of words in speaking, according to the way they are represented on paper, will generally mark "blocking" or lack of oral facility, hesitation, or else rhetorical emphasis. People do not ordinarily talk like that when they know what they have to say.

The spelling of "kinda" represents a constant tendency in the treatment of unaccented syllables in English. Whether theoretically such a syllable is part of a longer word, or is supposed to be a word in itself, makes no difference. The question is merely whether or not it receives the accent. *Of* would remain uncorrupted and would always rime with *love* or *dove* if, like these words, it were always an accented syllable.

Right here we touch upon a basic reason why most English-speaking people find it difficult to speak any foreign language in a smooth and pleasing manner. It is hard for them to get out of a peculiar habit, so profoundly characteristic of English, that of jumping upon the accented syllables with unusual force and of neglecting the unaccented syllables to a degree unknown in other tongues. This characteristic lays our language open to corruption as other languages are not, and makes our spelling so thoroughly unphonetic that the periodic movements toward "simplifying" it hardly do more than scratch the surface. It means that whatever "vowel" we *write* in an unaccented syllable, and perhaps think we are pronouncing, tends to become the "neutral" vowel which we call "uh". For instance, Allen and Allan represent the same pronunciation, and so long as it is written as one word, the name might as well be spelled Allon, Allin, or Allun.

So it does not strike us as being at all strange to spell that "uh" sound with *a;* that is just what we do regularly with the indefinite article. Often, indeed, in unaccented syllables, we drop even that vague semblance of a theoretical vowel, so that *an* or even *in* will exist orally only as a slight "n" sound added to the preceding word, as in average pronunciation of "this and that," "bread and butter," or "Puss in Boots." In the speech of a great many people, "rose in bloom" would be indistinguishable from Rosenbloom. Or to refer again to the particular expression with which we began, the same phenomenon may be seen in the second and third syllables of *interesting,* if it is pronounced in the would-be British manner which has seemed to have increasing vogue in this country ever since the first World War. Other examples of this tendency, in extreme form, appear in the telescoped pronunciation which we often hear for such words as *veteran, battery, garage, temperature,* or *literature.* This is something which has much to do with the harsh, hectic, jolting rhythm so noticeable in the careless speech of our day. Though English by its very nature is less well equipped to be beautiful than are various other languages, yet it does not have to be nearly so unattractive as many speakers succeed in making it.

▼

The fact that (except before a vowel) the *f* of "of" is commonly unsounded has long been recognized in the accepted spelling of certain expressions and in many proper names, as in "o'clock", "will-o'-the-wisp", "Bob o' Lincoln", or O' Connell. How do most people pronounce "of" in asking for a pound of sugar or a box of matches? Until fairly recently, however, in stories where colloquial dialect was represented literally, "kinda" was generally spelled *kind o'.* Why do we now see it written *kinda?* (We are inclined to suspect that really the "pupils" said "*kina*"!) The reason is not hard to see. The *meaning* of "of" here has completely faded out, as already it must have practically done when anyone used "kind of" as if these two words formed an *adverb.* For obviously a preposition could take no object but a noun or pronoun, and *of* in itself has no meaning except as a preposition. So in "kinda interesting" we have a close combination of language corruption in three ways: in pronunciation, grammatical construction, and meanings of words. And let us not fail to note that in "kinda" the grammar and meaning are as completely distorted in *kind* as in the "a" which stands for what once was *of.* As used in our quotation, this expression is as thoroughly ungrammatical as any locution could be. If *this* crudity of speech is to be allowed to pass unchallenged, then why should we bother about trying to teach any principles of grammar whatever?

▼

If one cares to go farther, the elements involved in the simple words "kind of" may serve as points of departure for excursions into a whole series of linguistic phenomena. The commonest things in everyday speech, which we are accustomed to taking for granted, have a way of turning out to be curious enough when we consider them objectively. So the little word *of* is really a remarkable detail in modern English, quite apart from its tendency to corruption which we have already noticed.

Can you think of any other word in which *f* is pronounced as if it were *v*? The two letters represent respectively the voiceless and voiced forms of the same consonant. In Old English, *f* could stand for either, just as *s* can still either be voiceless or, between vowels or accompanied by another voiced consonant, be pronounced like "z", as in *rose, dogs,* or *schools.* Yet the surviving "v" value of *f* in *of* is so firmly fixed that we have to double the consonant in

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order to represent its voiceless quality in *off*.

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The little word *of* is an interesting example of other things as well. It is one of comparatively few of our words of Anglo-Saxon origin which have retained the same spelling over a thousand years. At the same time it registers an important change in meaning and use. Whereas in Anglo-Saxon it meant simply "from", as it apparently still does in one or two expressions such as "ten minutes *of*" the hour or "get out *of* here", its ordinary use nowadays is something quite different. Having become an equivalent of the French preposition *de*, it now expresses the genitive or "possessive" case. We could hardly find another single item which has done so much to make possible the flexibility of modern English (in contrast to the awkwardness of Anglo-Saxon), as is brought about by our ability to say either "the superintendent's office" or "the office of the superintendent of schools."

▼

The word *kind* is also a summary of a good deal of language development, an illustration of how words may evolve different meanings which we feel to belong to a different realm from that of their other sense. So the *adjective* "kind", as in "being kind" to someone, carries a warmth of tone in which we forget the explanation that it means treating others as if they were of our own *kind*. The loss of our feeling for the relationship between this *noun* "kind" and the *adjective* makes possible the common sentimental interpretation of Shakespeare's phrase in *Macbeth*, "the milk of human kindness." If we write the expression as "*humankind*ness", and accordingly shift the intonation, then we perceive the different meaning which must have been intended, and was clear enough in former days. Rather than "kindness", it must have referred to the nature of *humankind*, or mere ordinary human weakness and indecision as contrasted with the unshakable resolution of a superman such as Macbeth was vainly trying to be.

In their combination, however, these simple and primitive words *kind* and *of* form the nucleus of a linguistic pattern in which slight variations may mark considerable differences in values of words, attitude of mind, or feeling for style on the part of a speaker or writer. When we say "a table", we are referring to a definite, concrete object, but *table* without the article, in the phrase "a kind of table", stands merely for an abstract idea used as a basis of comparison. Obviously *a* table, a real object, cannot be divided up into different "kinds." The distinction is of course ignored by those who would say "a kind of *a* table", and we might expect them to be equally insensitive toward other shadings in idiom and style. Different again is the phrase, "a table of a kind", in which one might say that "kind" is used ironically, the implication being that the table in question could hardly be properly classified as of any regularly recognized "kind."

Naturally the word *sort* could be substituted as a perfect synonym for *kind* in these and various other expressions. So these two interchangeable terms, one from Anglo-Saxon and the other from French, illustrate the complete unification of the two main elements in modern English. The same lesson might be drawn from what we have already noticed as a matter of grammatical construction—the way our language learned centuries ago to employ the Anglo-Saxon preposition *of* according to the French idiom.

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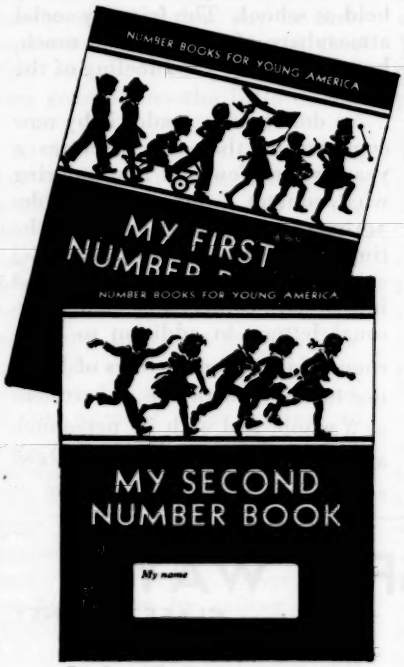
Perhaps enough has been said here to suggest the far-reaching possibilities of language-study by analyzing common details of everyday speech. There is nothing fanciful in all this. It is only a matter of bringing out what is really involved in these familiar means of expression, however seldom most people ever stop to realize the fact. Surely it would be "practical" to do more than seems to be usually done in our schools toward giving pupils some consciousness of the true inwardness of language, of how it operates in accomplishing what it does. In this way they might possibly be shaken loose from their superficial but firmly-held notion that "grammar" is something merely theoretical and artificial which exists only in forbiddingly dry textbooks.

▼

A thoughtful consideration of "kinda" is not limited, however, to principles of grammatical correctness. It leads directly to the whole subject of straightforwardness and effectiveness in diction, as opposed to the flabbiness of so many expressions which are cluttered up with essentially meaningless jargon. Either a book is interesting or it is not. It is of some importance, for the sake of efficiency in all sorts of relations, to learn to express opinions definitely one way or another. When a statement requires qualification, it may be qualified by terms which convey a clear meaning instead of weakening the force of an idea with cloudy vagueness. So, in the case of the book, if a person actually has in mind a modification of the thought that it is "interesting", he might tell in what part, or in what connection, it either held his attention or failed to do so.

What "kinda" indicates to the hearer is not anything about the book but rather something about the speaker. It does give us an inkling as to how much effect the reading of it is likely to have upon his use of English in everyday life. If the study of *college composition* leaves him quite serenely undisturbed in saying or hearing "kinda interesting", then after all what's the use?



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VARIETY IN DEPARTMENTAL MEETINGS

SALIBELLE ROYSTER
Reitz High School
Evansville, Indiana

THE high school departmental meeting may be either a benefit or a bore. The classification depends almost entirely on the department head, with the cooperation, of course, of the other members. Teachers hard ridden with faculty meetings, committee assignments, and extracurricular student activities galore are inclined to resent meetings within their department as "just one more thing" absorbing time and energy but signifying nothing.

Among the many duties and obligations of the department head, not the least is the task of making these meetings not only tolerable but helpful and even popular. After several years' experience as Head of the English Department of Reitz High School, I have two types of suggestions to offer for vitalizing the weary, stale, flat, and unprofitable. The first group, being general, may apply to any kind of meeting teachers are asked to attend. The second group, although dealing specifically with English, may with slight variation suggest activities for other departments as well.

1. Have no more meetings than necessary. It is well to follow a more or less flexible schedule, however, preferably set up with teacher help and approval, at the beginning of the year.

2. Begin and end meetings on time. Only under exceptional circumstances should they ever run more than an hour.

3. Plan every meeting beforehand so definitely that all points may be considered but none consume a disproportionate amount of time. Never attempt too many topics. Leave something for next time.

4. Encourage participation of all teachers at least some time during the year, at least in the discussions. Meetings are for the whole department, not just the head.

▼

Our department, composed of

nine members, has for three years now held five scheduled meetings and an occasional called meeting during the school year. Of the five at least two are professional and two others partly so. Only the meeting held before the opening of school in the fall is entirely business, dealing with routine matters and including the planning of the other four. To be specific, our department last year held no meetings between September and Thanksgiving. Immediately after my return from the National Council of Teachers of English convention in Columbus, Ohio, we had a tea at the home of a member, when I gave a short resume of the critical issues discussed by leaders in our field. At midyear we had another business meeting, occurring the last week of the semester, in order that we might wind up the first half year and plan for the second at one sitting. As our theme for the year had been the same as that of the N.C.T.E. convention, "Critical Issues in English Teaching", we considered some phase of it from time to time. In March came the big event, the departmental dinner, the only one that we have ever had. It so happened that a well-known publishing company had paid me 25 dollars for a project in which all the other teachers had had a hand, and we financed our social event in that way. After dinner we had an exchange of ideas hour, each member being allotted five minutes to tell of some device or procedure that he had found successful, with a brief time for questions at the end. At the final meeting, a tea early in May, two teachers gave a joint book review on the recent N.E.A. publication *Education for All American Youth*. So well received was this program that it is to be given twice again next year, before the high school faculty and before a section of the American Association of University Women.

The foregoing program of a year's meetings is typical. In other years we have taken such themes as improvement of reading, adapting English instruction to the needs of pupils entering the services or war industry, and improvement of speech, spelling, or vocabulary. Next year's suggested topic is "Every Teacher a Teacher of English." Before Pearl Harbor we were a group of convention goers, and we frequently had reports of speech, journalism, and drama meetings from teachers of these specialized phases of English instruction.

Neither is there anything compulsory about the afternoon teas we have had once or twice a year. Some of us have voluntarily entertained the others, but most of our meetings over a period of time are held at school. The friendly social atmosphere of the teas add much, however, to the good feeling of the group.

No doubt some reader is by now commenting that five meetings a year are too few and is wondering what contact I have with the department members the rest of the time. Bulletins, notices, material exchanged or passed around, and individual conferences and personal letters, in addition to classroom visits are some ways of keeping in touch with the department as a whole and with its personnel, all of whom I regard as valued coworkers and personal friends.

THE MEANINGFUL WAY

CLARE WHITNEY

YOU sit quietly and expectantly in the huge classroom, your fountain pen poised over a virgin notebook. You glance around the semicircle at your fellow students—a hundred and three of them—and, like you, they are sitting quietly in an aggressively receptive mood. Professor X has a new theory to share with you on the teaching of arithmetic. No more heartaches over failures in schools and colleges, in service and in life, on account of the intricacies of arithmetic.

Of course, the subject must not be referred to as arithmetic; many people were allergic to the term. You call it the *Number System*. All you had to do was to learn to count. You felt that even you could do that. To be sure, it had to be done the *meaningful way*.

In the new vocabulary, adding was just another word for counting. Instead of struggling over the problem of whether or not five and five make ten, you could just count the two fives, and presto, you'd have ten! Instead of a text, you used a chart bearing the numbers from one to a hundred in rows of ten. It looked something like a typewriter keyboard. Each number had a circle around it.

You spent the first week on addition, or rather *counting*. The second week you reviewed counting, and then without too sudden a jump, took up *counting backwards* (subtraction). The third week you took up *counting* the results of previous *countings* (multiplication). The fourth week you took up part-taking (division). Then came fractions—that is, parts of a whole.

Now the chart was all right for parts of a whole involving halves, fifths and tenths, but when it came to thirds and fourths, it was better to introduce a ruler. Why anyone could look at a foot rule and see that 6/12 was the same as 1/2 or 2/6 as 1/3. Just in case there were a few backward youngsters who suffered from ruler blindness, you would have a piece of paper handy that you could fold into the desired number of parts.

All in all you got the idea that Professor X had left no loophole, and that if you followed his method, you could not possibly fail. You became enthusiastic over the prospect of using this newly

acquired knowledge. You could hardly wait for that day in early September when you could shed light and happiness on the budding generation—the little dears.

At last it came—that opening day—sunny and warm, with an unmistakable promise of fall in the air. But right at the beginning, you ran into unexpected trouble. Neither you nor Professor X in devising the *Number System* had made any provision for the "human equation." You had taken it for granted that the children wanted, or were at least willing, to learn equivalent fractions. Nothing was further from their minds. They didn't want to learn anything. They were opposed to learning in general and to arithmetic in particular. Nor could you fool them by calling it the Number System.

You patiently scribbled the chart on the board, putting little circles around each number just as Professor X had done. A plane zoomed overhead. A wild rush to the window, followed by a heated discussion among the boys as to the type of plane, the number of men it was carrying, and its destination. The girls were in a huddle exchanging "moron" jokes, giggling and squirming with delight. You had a sickening vision of be-sweatered backs and heels flying in the air—pigtails and plaid skirts in perpetual motion. Three faces were turned your way. For a moment you had a faint hope. But, no, they were only being polite in the body—their minds were wriggling in other directions. In fact, you later discovered that one sober countenance was only a screen to hide the fact that a spit-ball was being manufactured behind the closed lips.

You had an urge to force them to sit still while you stuffed a big dose of equivalent fractions down their gullets, poking it down with a ruler if necessary. Instead you heard yourself saying in your quietest tone that there would be no homework for tomorrow. The hub-bub subsided. In fact, there would be no arithmetic at all. You now looked into the faces of twelve angels. There would be a picnic instead!

The next morning, you make good your promise. You bring to class a huge watermelon—and a "dead pan." The children are eager to get started on the melon, but you keep them in a state of suspense. First you enquire what the boys found out about that plane that zoomed by yesterday. No response. You tease some more. Does anyone know any new "moron" jokes? After all, this was a picnic and you wanted to have some fun. All eyes were on the melon.

Would everyone like a piece? Should you cut it now, or should you wait till Bobby had tripped Jules to pay him back for pushing him from the drinking fountain earlier in the day?

Would everyone like a large piece? A half? But there are not enough halves. Perhaps fourths? But there are not enough fourths—and look, the pieces are getting so much smaller. Maybe if you cut each fourth into half—still only eight pieces, and there are twelve children. You are very sorry, but you are afraid that four of the children will have to go without any melon today. Tomorrow you'd bring another one to class, and unless someone could think of some way to cut it into even twelfths, four other children would have to go without a share.

The next day they are full of suggestions. A bevy of planes soars noisily over the classroom. No one hears them. Anne has a sensible idea. "If you cut it into three pieces at first, it might work." But it is hard to cut a melon into three equal pieces at first. "Well, let's cut it in half, and then cut the halves into three pieces." You agree to try it. There is a tense moment. You cut it in half, then each half into three equal parts. You cut each piece in half again—ah, it comes out right! You have twelve pieces of equal size. Everyone is happy.

Soon all the children know everything there is to know about watermelon fractions. You timidly bring out the ruler. No interest. The folded paper meets with the same negative response.

You're desperate. You didn't carve those watermelons for nothing. You have to carry on from here. But how? Feet are flying around in the air again. Pigtails are switching restlessly. Card collections are being compared. Marlene is scribbling on the board—a silly, frightened face. You hope she doesn't mean it for you.

Then all of a sudden you think of a pie. "How many of you children like pie?" you ask, feverishly trying to recapture their attention.

"What kind of pie?" asks Antonio.

"Once I baked a pie," contributed Anne.

"Gee, I bet it was good," said Ursula, forgetting the cards for a moment. Ah, you had them going again!

"Well, I'm going to make a pie," you say. "You may all watch me do it and you may all have a piece."

"Yum-yum," says Bobbie, smacking his lips.

"Yum-yum-yum," choruses the group in unison.

You stand at the board and draw a circle—somewhat askew but good enough to divide into wedges representing slices of pie. Interest wanes.

"That's no pie," says Marlene. "A pie has crinkles and things on it."

"Well, suppose you show us, Marlene."

"What kind of pie?"

"Any kind—a mince pie will do."

"I don't like mince pie," chimed Pete. "I ate too much one day."

"All right, what kind do you like?"

"Chicken pie."

"But I don't know how to draw a chicken pie."

"Well, just draw the pie and

leave the chicken out."

"I like kidney pie."

"My mother ain't got but one kidney . . . "

You wanted to arouse interest, but now you didn't know how to curb it. "Suppose you let Marlene draw the kind of pie she likes," you suggest.

Marlene, who has a leaning toward both art and dramatics, proceeds to draw a beautiful pie, three dimensional, with rich brown crust and little crinkles around the edges. You are sorry you left your own pitiful attempt on the board. If the children are half as bright as you think they are, they must think you're pretty dumb.

"What kind is it?" they keep asking.

Marlene likes to hold them in suspense. When the crinkles are all in place, and the pie looks complete, she sprinkles the top with little dots.

"What's that?" they ask.

"That's raisins. It's a raisin pie," she says.

Now your idea of a raisin pie is that the raisins don't show through the top crust. But who are you to object? The children seemed satisfied.

When you sort of ease over into the Number System and add a few abstract problems in equivalent fractions, the children don't mind. They settle down of their own accord and seem to rather enjoy the school routine, and working out problems for themselves.

You feel very proud of yourself, and grateful to Professor X as you look over Pete's shoulder and see him neatly converting to twelfths the miscellany of halves, thirds, fourths and sixths. You venture to compliment him.

"Gosh! Nothing to it, after you learn the trick. It's fun."

"Trick? What trick?"

"The trick is to find the *common denominator*." The phrase rolled glibly off his tongue. You had never mentioned it in class. It was one of those terms that Professor X had taught you was taboo in the Number System.

"You don't have to do none of that kid stuff like folding paper and cutting pies, or finding it on your ruler—you just get the common denominator, see, like this. The bus driver showed us how. Say, he knows a lot of tricks with numbers. He's *smart*."

THE ONE BEHIND YOU

AGNES SAMUELSON
Executive Secretary
Iowa State Teachers Association
Des Moines, Iowa

"SEE that the one coming behind you gets through the door."

This direction was added to the safety rules posted on the wall of a schoolhouse in Britain during the blitz. When it was necessary to move the pupils speedily into shelter areas, each child was responsible for the one who was following immediately behind him. In that way each pupil had his chance at safety and each was responsible for another.

What better text can be found for accelerating the equalization of educational opportunities for all our children? for liberalizing the program and extending it to cover every inch of our land? The doors of opportunity should be kept open for those who are coming along behind us on the highway of life.

If this is to be done and postwar schools are to serve the needs of tomorrow and not yesterday, three areas must be spotlighted now: PROGRAM, PERSONNEL, and FINANCE. The educational program must be converted to meet reconstruction needs. The teaching profession must be rebuilt and without delay. Adequate financial support of schools must be assured. The program is the end in view; personnel and finance are the means to the end. The success of any program is conditioned by the personnel who administer it and the amount of funds which support it.

In the area of PROGRAM, several questions come to the top. They have to do with the curriculum and its revision in terms of new services and new emphases. Problems of structure are involved wherever districts are too small to provide a modern program at a reasonable cost.

What emphasis should be given to science, world geography, international relations, conservation, nutrition, the arts, health and physical education, mental hygiene, guidance, vocational education, work experience, handicapped children, etcetera? Will the program be extended to reach young children and adults? to provide health, library, welfare, and recreational services to rural areas? What new groups should be served? What should be the relation of school to other community agencies serving children and youth?

These are just a few of the questions which face the curriculum makers as the problems of reconstruction move in upon the schools. The program certainly must be geared to the needs of the children coming behind us. These boys and girls will not participate in this conflict but they will have to help to administer the world which is being forged out of the furnace of this war.

In the area of PERSONNEL, the rebuilding of the teaching profession is of priority importance. Demobilization will not automatically solve the problem of teacher shortage. It will help, but the remedy goes far beyond that for

the reason that intake has not kept up with the exodus. Enrollments in teacher education have been reduced by 60% over the nation since the war started. Not enough talented young people are looking toward teaching as a life career. Teacher recruitment should be intensified.

Teaching must be made more attractive as compared with other professions if recruitment is to be significant. The status and standards of teaching need to be advanced. Salaries should be commensurate with the service which schools render to society as well as the costs involved in acquiring professional expertness. Teaching should command higher esteem on the part of the public and teachers should be worthy of that esteem.

The rebuilding and upbuilding of teaching in terms of war and postwar needs may require legislation in many states. Such matters as certification, reciprocity among states, and teacher welfare measures should be on the agenda of every educational association.

The children coming behind us will be the beneficiaries of any and all programs which protect instruction and which take teaching positions out of competition with industry and government. The taxpayers will benefit as the investment in education yield better returns in the form of better schools.

In the area of FINANCE, several crucial issues arise which cannot he brushed aside, if schools are to serve the oncoming generation effectively. Here are a few of them. Will persistent efforts be made to modernize school laws in the interests of educational and economic efficiency? Will school people participate in community planning? Will federal relations to education be clarified? What can be done to interpret schools as an investment?

These and other questions are on our doorsteps. To strengthen the sinews of war and the peace for which we are fighting, schools must not be allowed to muddle through. They must be equipped, manned, and financed in such a way that every child gets through the door.

The excellence of our schools in the years ahead depends to a large extent upon the answers to these three questions of *program*, *manpower*, and *finance*.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Democracy, Yes— But Teachers Still Responsible

I know no school teacher, principal, supervisor or superintendent who does not subscribe to the idea that democracy should be observed in all relations between pupils and teachers and administrators. The faculty will agree unanimously that democracy should prevail. The rub comes in any attempt to define democracy. There are many different concepts of democracy.

One eminent educator has written that the spirit and essence of democracy is one's attitude towards his fellow man. That certainly is an important part of democracy. But the same writer objects to a school organization that restricts the authority of a student council to delegated authority. Too many of us think of democracy as something other than American representative democracy. Delegated authority is an integral part of our American democracy. All the authority of teachers and principals and superintendents is delegated authority. As a matter of common sense and of law the only authority a teacher, a principal or a superintendent can turn over to a student council in the high school or to pupils in the elementary school is delegated authority. Another fact of importance is the fact that neither the principal nor the teacher can avoid his legal responsibility as teacher or principal. In other words if he allows the pupils to run the school he is responsible for their acts.

Pupils should be treated as personalities. Totalitarian authority should not be present in teacher-pupil relationship. "The spirit and essence of democracy which is one's attitude toward his fellow man"[1] is important in all school relationships.

[1] Dr. Earl C. Kelley.

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The News Digest
OF EDUCATION IN ACTION

Fears Continued Teacher Shortage

WASHINGTON—Thousands of closed classrooms, with tens of thousands more among them overcrowded and manned by inadequate, poorly-paid teachers are in prospect, according to Benjamin W. Frazier, teacher training specialist in the United States Office of Education.

Despite cut-backs in industry and demobilizations from the armed services, few more teachers will be available this fall than the 870,000 who were working last year, he declared.

Of the 5,000 vacant positions last fall, 3,200 were in country or rural schools. In these children of all ages are most likely to be taught by a single teacher, so a vacancy would mean no school at all. Last year 138,000 teachers left their berths and all but 51,600, who went to other teaching posts, left the profession. Mr. Frazier added that the turnover this fall might not be quite so high, but no real improvement could be expected.

Plan to Increase Educational Exchanges

ANN ARBOR, MICH. — An international program embodying a system of student and teacher exchanges among the nations is proposed by Dr. Alexander G. Ruthven, president of the University of Michigan, as a guide toward teaching all men how "to live harmoniously in one world." Dr. Ruthven, speaking at a conference on the United States in the post-war world, outlined a charter for colleges and universities in the post-war world. His program, which he called incomplete, is being prepared at the request of State Department officials and will be submitted to them when it is completed.

He stressed the need for political wisdom, a knowledge of social organization and familiarity with the nature and backgrounds of all peoples of the earth—if the human race is not to commit social suicide.

Educational Body To Organize In London

WASHINGTON—At the invitation of the British Government a United Nations conference, to establish for the first time in history an international educational and cultural organization, is to meet in London on Nov. 1.

Destined to play an important role in the improvement of education on a world-wide basis, and intended to create better understanding among the peoples of the world, the conference will prepare a constitution for this new United Nations organization. This will be the sixth conference called to set up international bodies. The first five were held in the United States.

State Department officials disclosed that the British Government is calling the November meeting at the request of the Conference of Allied Ministers of Education, an informal body of representatives from twenty countries. They have been meeting in London since 1942 to discuss educational questions growing out of the war.

Among its responsibilities, the new organization is expected to promote international interchange in the fields of science, education, the arts and the social sciences. It would serve as one of the "specialized agencies" provided for in the United Nations Charter to work with the Social and Economic Council.

In principle the establishment of an international school body has been endorsed by both the House and the Senate. On May 22 the House of Representatives, without dissent, approved a resolution which urged the participation of the United States Government in the establishment of an international educational and cultural organization. On May 24 the Senate unanimously adopted a similar resolution.

News that the education conference is scheduled would be greeted with enthusiasm by the teachers of the United States, Dr. Willard E. Givens, executive secretary of the National Education Association, said. This conference, he asserted, should be a "great step" in the program of teachers throughout the world to make their profession an effective part of the quest for peace. He added that teachers would follow the proceedings in London with "lively interest."

U. S. Scholarships For Selected Koreans

WASHINGTON — Realizing that a free and independent Korea of the future will need the services of well-trained men in various fields, the Department of State has recently decided to make available to students from Korea, who are in this country, the same types of scholarship opportunities as are now open to Chinese enrolled in American Institutions. Application forms are now being sent to certain well-qualified persons, and it is expected that, during the course of the next academic year, a number of these students, who otherwise might have had to abandon their education because of lack of funds, will be able to continue their training in preparation for national service in their country.

Britishers to Learn About America

LONDON—The presence of American troops in Britain, and the close relations between the two countries brought about by the war, has stimulated an enormous demand and need in England for more knowledge about America.

The Board of Education has been meeting this need with positive long-term measures that should result in the generation now growing up in England being reasonably well informed about the United States.

To overcome the difficulty of finding time on the already overcrowded school curriculum, the Board of Education has recommended some pruning in the present curriculum and dealing with American history not as a chronological survey but in short topical subjects—such as regional differences, the Constitution, political parties, etc. It also suggests that the practice be developed of comparing British institutions with American counterparts, *e.g.*, the Cabinet System, Trade Unions, architecture education.

Another difficulty has been that the teachers themselves have required some special training. For this purpose a series of short courses for teachers were held with the object of giving a general view of American life and institutions.

To Sift GI Methods for Civilian Teaching

WASHINGTON—What civilian schools and colleges can learn from Army and Navy wartime educational techniques will be the subject of a two-year investigation soon to start under the auspices of the American Council on Education, according to announcement of Dr. George F. Zook, president. A grant of $150,000 from the Carnegie Corporation of New York and the General Education Board has been received by the Council to carry on this work.

The study will be under the direction of Dr. Alonzo G. Grace, Commissioner of Education of Connecticut, on leave of absence for this purpose. Dr. Grace will establish headquarters and staff in Washington, and will also have the assistance of a special commission of leading educators who will meet with the staff, and visit military and naval installations to observe training programs in operation.

Among the subjects selected for study are the various procedures which the armed forces have used in selection, classification, and assignment, of personnel. Tests and testing procedures, rating scales, and evaluation boards will be analyzed. Other studies will include the techniques of curriculum construction based upon analysis of the job to be done, the emphasis on demonstration and performance in teaching and continuous measurement of progress, new uses of printed materials, visual and auditory aids and school equipment, training programs for leadership and for the training of teachers, physical education and health, short term refresher courses, and new fields for women. An analysis will also be made of the non-military educational activities such as those of the United States Armed Forces Institute, and the Coast Guard and Marine Corps Institutes.

Among the first appointees to the Commission to assist Dr. Grace are: Howard A. Campion, assistant superintendent of schools, Los Angeles, California; Henry H. Hill, president, George Peabody College for Teachers, Nashville, Tennessee; Herold C. Hunt, superintendent of schools, Kansas City, Missouri; T. R. McConnell, dean of the college of arts and sciences, University of Minnesota, Minneapolis, Minnesota; Carl H. Milam, executive secretary of the American Library Association, Chicago.

Dr. Grace indicated that the Commission expected to issue a series of definitive reports when it had completed its work, but that it would also hope to make available exhibits for meetings work conferences, etc., filmstrips, films and radio programs dealing with the materials which were discovered to be of most significance for civilian schools and colleges.

Public Affairs Pamphlets Are Best Sellers

Over nine million Public Affairs Pamphlets have been distributed since the Public Affairs Committee was formed in 1935. During the first seven months of 1945 the Committee received orders for almost two million of these bright-colored pamphlets, issued monthly.

The Public Affairs Pamphlets deal with major present day economic and social problems; they present millions of dollars of research in only 32 pages, illustrated with drawings, pictographs and charts. Pamphlet authors are experts in their particular fields. They write the pamphlets in simple, non-technical language.

The chairman of the Public Affairs Committee is Dr. Ordway Tead, president of the Board of Higher Education of New York City; the vice-chairman is Dr. Harry Gideonse, economist and president of Brooklyn College.

The program of the Public Affairs Committee should be described as public education on current economic and social problems. In addition to the Committee's major activity, the publication of the Public Affairs Pamphlets, its attempts to develop new methods of education on current economic and social questions.

Pamphlets in the Public Affairs Series fall into the following groupings: postwar; war problems; economics; consumer problems; manpower, labor; health, nutrition; social welfare; minorities; youth, education; government. Descriptive titles of popular Public Affairs Pamphlets include: *The Airplane and Tomorrow's World* by Waldemar Kaempffert, Science Editor of the New York *Times*; *The Races of Mankind* by Prof. Ruth Benedict and Dr. Gene Weltfish, outstanding anthropologists; *The Negro in America* by Maxwell S. Stewart, editor of the pamphlet series; *Social Work and the Joneses* by Ruth Lerrigo, editor, Community Chests and Councils, Inc., and Bradley Buell, Executive Editor, Survey Midmonthly; *Epilepsy—The Ghost Is Out of the Closet* by Herbert Yahraes; *What Foreign Trade Means to You* by Maxwell S. Stewart; and the *Veteran's Guide* by Dallas Johnson.

The Committee points out that

pamphlets are now recognized educational material, that pamphlet acquisitions of the Library of Congress are from eight to ten times greater than book acquisitions.

The Committee distributes its Public Affairs Pamphlets through subscriptions and through individual and quantity sales. Listings of titles in the current series and of quantity rates are available to all. The Public Affairs Committee, Inc. is located at 30 Rockefeller Plaza, New York 20, N.Y. (CIrcle 5-6420).

Will Test Uses of Television

NEW YORK.—Possible uses of television as a teaching aid in the city schools is being explored jointly by the Board of Education and the National Broadcasting Company. A special weekly television program is being broadcast for study by selected classes in junior high schools.

The broadcasts originate from the National Broadcasting Company's television station WNBT. Subject matter of the first programs will be drawn from the field of science.

According to John F. Royal, NBC vice-president in charge of television, "every effort will be made to seek the distinctive contribution that television can make as a new and different medium and to avoid the mere repetition of the types of education that are achieved through the media of films and radio."

An attempt will be made to reproduce some of the notable scientific experiments of history so that students may see as well as hear about them. Leading scientists will be invited to take part in selecting material suitable for the program.

Film on China Available to Schools

NEW YORK—American collaboration with China in its fight for freedom and a review of China's struggle for democracy since the days of Sun Yat-sen comprises the story of the new United China Relief film, *Report on China.* It runs approximately 34 minutes and is narrated by Raymond Massey. Both this picture and the 1944 film, *Here Is China,* may be obtained for a small service charge by writing to United China Relief, 1790 Broadway, New York 19, New York.

Better-Supported Schools Are Laboratories of Living

NEW YORK—Concern for the mastery of the 3 R's, individualized attention, better qualified personnel, discontinuance of routine devices and concern for the conditions of child growth are the five basic characteristics of better-supported schools as contrasted to those on lower expenditure levels, according to a survey conducted by Dr. William S. Vincent of Teachers College, Columbia University.

Dr. Vincent's conclusions are based upon an analysis of money spent on education in a number of school systems. The better supported school is able to afford a program which offers real life settings in which mastery of the skills is attained through individualized motivation.

The better schools, he found, have a realistic understanding of how learning takes place and provide pupils with opportunities for much practical experience.

Activities in the better-supported schools are planned to stimulate the student's emotional as well as mental growth. There are opportunities to practice home and family responsibilities and vocational skills. These schools are able to approximate a practicing laboratory in which pupils learn by doing and their programs have an air of reality engendered by the purposefulness and practicability of the student's projects.

The life-like characteristic of the curriculum is underscored by the intelligent use of the community by the better-financed school which expands beyond its four walls to utilize the local resources for teaching purposes.

Individualization of attention is a trend appearing throughout the practice of better-supported schools. The application of the principle of individual differences is to be seen in the teaching of the basic skills, in the variety of opportunities for the pursuit of individualized interests, in the individual approach to character development and in the whole extensive plan of individual diagnosis and guidance.

Possibly the most significant trend of all lies in the kind of personnel employed by better-supported schools, Dr. Vincent concludes. In the choice of better qualified, more resourceful, more active personnel, the better-supported school exhibits the greatest difference from the low and middle expenditure level school. In fact, many of the unusual practices noted in the better-supported schools are directly attributable to the quality of the teachers themselves and represent no additional expenditure for equipment or supplies.

Britain Shown Need For Colonial Universities

LONDON—Three recently published reports on higher education in the British colonies pressed for the creation of universities in regions now without them as a step towards self-government. The reporting commissions urged that the new institutions be of a standard to ensure recognition by home universities. To provide for all students, they must be fully residential, and staffed and equipped as centers of research as well as instruction.

The founding of a university college in Jamaica was recommended by the West Indies Commission.

A majority of the Elliott Commission believed that each of the three major West African dependencies should ultimately have its own university. For the present, they sought the establishment of a new university college at Ibadan in Nigeria, and recognition of those at Achimota and Fourah Bay.

The Asquith Commission endorsed proposals for promotion of Makere College to full status as the University of East Africa. Creation of a University of Malaya on a basis of two existing Singapore institutions was contemplated

A capital cost of over a million pounds would be required for each new university. Problems of staffing would be met by an inter-university council, formed by home universities for this purpose.

XUM

Harvard Report Urges More General Education

CAMBRIDGE, MASS. — Widespread post-war changes for Harvard University, which will include abolition of the free elective system, greater emphasis on general education and drastic revision of the existing tutorial plan, are recommended in a two-year study conducted by a Harvard committee appointed by President Conant in the spring of 1943.

The committee of twelve, headed by Dr. Paul H. Buck, Dean of the Faculty of Arts and Sciences, has met with America's educators. Conferences and panel discussions have helped in formulating the conclusions.

The results of this unprecedented study of American education, for which the university advanced $60,000 and relieved the committee members of teaching duties, is contained in a 267-page volume entitled "General Education in a Free Society."

Considered by educators here to be one of the most important documents prepared at Harvard in a generation, the report outlines a program for the improvement of high school and college education.

In essence, the report calls for a greater emphasis on general education at all levels of instruction. It decries the trend in recent years to stress special education, such as vocational and trade subjects in high school and special areas in college.

The committee recommends that a minimum of 50 per cent and preferably 75 per cent, of the student's time in high school be devoted to a study of general education.

A "core" curriculum is suggested, to be built around English, science and mathematics, and the social sciences. Each student in high school, whether or not he intends to go to college, would be required to take half of his total program in these three areas.

The report further recommends that all students be induced to take at least three additional courses in general education, a total of twelve of the sixteen high school units ordinarily offered, and thus avoid narrow specialism.

By developing a common core of subjects for all students, it is reasoned, the schools would help to develop more intelligent citizens for "a sound people and a sound society."

The recommendations for the future of Harvard, which are to be considered by the faculty this fall, would drastically change the complexion of the college.

Experts Slam Traditional Schoolhouse

CHICAGO—Shades of brown which "conceal dirt by imitating it" are depressing to the child, Lawrence B. Perkins, architect of Perkins, Wheeler and Will, said at the University of Chicago. Speaking at the fourteenth annual conference for school administrators, Perkins urged superintendents to inspect the bright colors of popular magazines before selecting paint for doors and woodwork. "Gothic pinnacles had an engineering reason for being in the cathedrals of the 12th century," he added. "Today they merely add to the burden of maintenance."

At the same conference, William C. Reaves, University of Chicago education professor, predicted a nine billion dollar expenditure on new school buildings within the next ten years. Classroom standardization should be abolished in the school of the future, he maintained. Instead, functional, individualized rooms, with provisions for use of new instructional equipment including audiovisual aids, should be planned.

"UVM" Adds Course For Junior High Teachers

BURLINGTON—The University of Vermont has developed a new curriculum designed specifically to prepare teachers for the junior high school grades. The curriculum will provide practice and observation in junior high school teaching in both large and small schools. Emphasis will be placed on an acquisition of a thorough knowledge of the subject to be taught and of a broad scholastic background.

Conquerors Go to School

AACHEN—In order to keep the British occupation troops in Germany busy, and to prepare them to re-enter a society whose ways they have half forgotten, the Army education authorities have organized a varied assortment of education and reorientation courses.

Six hours of compulsory education a week are now a part of their normal training; in addition there are many opportunities for leisure work. Wherever there are servicewomen stationed the classes are co-educational.

Many more Army education officers, whose work will be mainly administrative, and unit instructors, are being selected throughout the Army, and will soon be graduating from special courses at the rate of 500 a month.

Curriculum handbooks are being issued covering technical subjects, science, home and health, man and society, commerce, art, crafts, music and drama.

Vocational Counselors Get Work-Study Course

PITTSBURGH—High school vocational counselors received first-hand knowledge of the problems of young workers in a new course at the University of Pittsburgh. Employed full time by day, the students attended two night classes each week. The course, Employment Experience for Counselors, was designed to provide a laboratory through which to translate book-gleaned knowledge into real life situations, and was limited to a selected group who have found employment in nine leading Pittsburgh enterprises, banks, stores, steel mills and other concerns. The plan was organized and approved by the Pennsylvania Department of Public Instruction.

First Trade School For New Hampshire

MANCHESTER — New Hampshire's first trade school is to be established in Manchester. The 1945 session of the State Legislature authorized the establishment of such an institution. The move was sponsored not only by educational leaders but also by various service organizations. The school will be located in a former industrial plant and its first task is expected to be to provide training for returning servicemen.

What Became Of Meat Cutters

CHICAGO—The Amalgamated Meat Cutters Union (AFL) recently sent more than 200 international organizers to college for a compulsory two-week course in labor economics.

In addition, the union is sending two of its international vice presidents, Harry Pool, 29, of Philadelphia, and Marvin W. Hook, 31, of St. Louis, to Harvard University's labor school for the full one-year course beginning this fall.

The 200 organizers attended the University of Wisconsin where they studied trade unionism, collective bargaining, labor legislation, parliamentary law and public speaking, and industrial psychology, the course to be paid for from the union's treasury.

Patrick E. Gorman, secretary-treasurer of the union, said the experiment was adopted by the union because labor representatives in the postwar era who have no academic knowledge and economic training "will be misfits and unworthy to represent workers."

Speech Camp Benefits Stutterers

CALIFORNIA, PA.—The nine boys and girls who took part in a demonstration at State Teachers College stuttered and stammered when they tried to talk six weeks previously, but at the end of the period they spoke readily and easily.

Dr. Robert M. Steele, president of the college, and members of the staff of the speech camp arranged the program to demonstrate the work being done. Explaining that the aim of the group was to prepare leaders for work in speech correction and among handicapped children, Dr. Steele said:

"We are not claiming to accomplish miracles but we have been able to teach boys and girls how to control speech, particularly those who stutter."

In the latest demonstration, the nine youngsters talked from five to ten minutes on assigned subjects and answered questions easily in the quiz session. When entering the school, all were unable to speak a full sentence or tell their names without stuttering and stammering.

Odegard Heads Reed College

AMHERST, MASS.—Peter H. Odegard, Professor of Political Science at Amherst College since 1938, has accepted the presidency of Reed College, Portland, Ore., it was announced from the president's office at Amherst.

Students from Turkey Come to Lafayette

EASTON, PA.—The Lafayette College student body has taken on an international flavor with the arrival of twenty-eight students from Turkey for one year of resident studies. The arrival of such a large group will mark a new epoch in the college's history, although many students from foreign countries have studied at Lafayette before.

The Turkish students comprise a separate unit at the college. All are graduates of Turkish lycees and have been carefully selected by the Turkish Government, through competitive examinations, for study in the United States. During their year's stay at Lafayette, the Turkish students will do intensive orientation work, particularly in the field of the English language. Later they will study engineering in other American colleges and universities.

Law Inoperative Without Funds

AUGUSTA, ME.—The State Education Department recently found itself with a law without the necessary funds to carry it out. The measure, passed by the latest Legislature, called for compulsory physical examination of all public school teachers and employees. Affecting about 10,000 persons, the program was estimated to cost a maximum of $150,000, but drafters of the law neglected to provide the money to cover the cost. The Executive Council declined to foot the bill from contingent funds, so the law remained inoperative.

Liberal Arts College Absorbs Education School

CLEVELAND—The liberal arts colleges of Western Reserve University have taken over the function of the university's School of Education in a program that will entail expansion of teacher training.

Under the new plan, teacher training will be provided to students of Mather and Adelbert Colleges for the nursery school, kindergarten, elementary and high school levels. Courses for elementary teachers will be continued at Cleveland College.

Wisconsin Teachers Pick Social Science Films

MADISON—Educational films considered as most effectual in connection with classroom work in the social studies now are catalogued and are recommended for teaching purposes following a statewide cooperative film evaluation study made for the Wisconsin Council for the Social Studies. The results are published for the guidance of teachers who use educational films to amplify regular classroom courses in social science.

The study was made for the Council by its Advancement committee, headed by John H. Hamburg, assistant superintendent of schools at Edgerton, and Ruth M. Fuller, social studies teacher at Lincoln High School, Manitowoc.

All films which figured in the study are contained in the loan collections of educational fims owned by the bureau of visual instruction of the University Extension division at Madison, of which Dr. Walter A. Wittich is acting director. They were reviewed by 80 social science teachers in Wisconsin high schools, who classified them into three grades; intermediate, junior high school and senior high school.

Winthrop Elects Woman Superintendent

WINTHROP, MASS.—Miss Addie I. Willard, affiliated with the Winthrop school system for the past 34 years, has been appointed superintendent of schools.

The appointment followed the resignation of Lt.-Col. Arthur E. Boudreau, who had been on military leave of absence since August, 1942. Miss Willard had been acting superintendent since that time.

She is the second woman superintendent in Massachusetts, the other being Miss Mary Doyle at Maynard.

Dr. Melby Named Dean At New York University

NEW YORK—Dr. Ernest O. Melby, former president of Montana State University, became dean of the New York University School of Education on September first.

Dr. Melby succeeded Dr. E. George Payne, who announced his retirement last May after six years as administrative head of the school.

Teacher Shortage Persists in Maine

AUGUSTA, MAINE — Federal aid, without Federal control, is the solution for the serious shortage of teachers in Maine schools, according to Dr. Richard B. Kennan, Secretary of the Maine Teachers Association. Last month, he said, 1,205 Maine children of school age were without teachers.

He said much of the illiteracy among inductees in this war could be traced back to World War I when there was also a serious teacher shortage. In Maine last month, he continued, there were 52 vacancies in high school teaching staffs, 21 in elementary school staffs and 48 in rural schools despite the emergency certification of 116 teachers not qualified by normal standards. These conditions prevail despite substantial increases granted teachers through legislation passed at the last session of the Maine Legislature.

Employers Still Bid for Personality

EVANSTON, ILL.—The college graduate with a good personality, with a record of participation in campus activities and with high grades will have the best chance of being hired by business and industry in the post-war era. Moreover, personality will be more important than high grades for all positions except those in technical and scientific fields.

These are some of the conclusions of a survey on the employability of college graduates in business and industry, recently completed by Prof. Frank S. Endicott, director of placement at Northwestern University. Co-operating in the survey were the personnel and employment officers of seventy of the nation's largest firms engaged in manufacturing, transportation retailing and finance.

Grins Between Grinds

THAT VENERABLE CHIN

Robert St. John, author and commentator, wears a full beard. It is related that one day he was standing in the lobby of the National Broadcasting Company studios in Chicago when a woman visitor saw him and simply could not keep her eyes off his beard. Finally, she asked a pageboy who the man was.

"That's St. John," she was told.

"Umm," she mused, gazing again at the beard. "Here for the Baptist convention, I presume?"

ONE OF A KIND

The small boy had just started to school, and after a week he said: "Mummy, teacher asked me all about you and daddy and if I had any brothers and sisters."

"I'm glad to see her taking so much interest," replied the mother. "What did you tell her?"

"I said I was an only child."

"And what did she say to that?" asked the mother.

"Oh, just 'thank heaven.' "

ARIA MALARIA

Our correspondent with the U.S. army in the Iranian desert was sitting in the recreation hall, where a visiting prima donna was warbling her way through operatic numbers. The lady worked herself into a lyrical frenzy but she was fat and not too easy on the eyes and the boys were bored. During the faint applause between selections, one of the GIs heaved a sigh and remarked: "It's time now for Rigoletto to set in."

AT LONG LAST

It happened during the rush for gasoline ration coupons, and the scene was an American high school. The white-haired teacher at the table looked up and grinned at the man standing before her, application in hand.

"Well," she said, "after all these years, I'm finally able to give you an 'A'!"

FRESH AIR

By taking vacations, people save doctors' bills. Also, it seems, by not paying doctors' bills, people take vacations.

THE RUN AROUND

He was going home and it was dark. His road from the station was a lonely one and he was hurrying along as fast as he could when he suddenly realized that a man was following him. The faster he went the faster the man followed until they came to a cemetery.

"Now," he said to himself, "I'll see if I can lose him," and he entered the cemetery. The man followed him. He circled a grave and his pursuer dodged after him. He crawled under a hedge. Still the man was there. At last he turned and faced the fellow. "What do you want? Why are you following me?"

"Well, sir, it's like this. I'm going to Mr. Brown's house and the station agent told me to follow you because Mr. Brown lives next door. Tell me, do you always go home like this?"

MORE BLESSED

An aged woman, knowing she had not long to live and wanting to give away some of her money, thought of a newsboy she had often passed on a nearby corner. So she counted out ten hundred dollar bills and put them in an envelope. Shuffling over to the newsboy, she handed him the gift, saying only "Bless you, my boy."

A week later she was walking by the newsboy's corner again, when he ran up to her and thrust a roll of bills into her hands.

"Lady, you sure can pick 'em," he grinned. "Bless You won double."

WORKING HIS WAY

Professor: "You, in the back of the room, what was the date of the signing of the Magna Carta?"

"I dunno."

"You don't, eh? Well, let's try something else. Who was Bonny Prince Charlie?"

"I dunno."

"Well, then, perhaps you can tell me what the Tennis Court Oath was?"

"I dunno."

"You don't? I assigned you that stuff last Friday. Where were you?"

"I was out taking the day off with some friends."

"Oh, you were, were you? Do you expect to pass this course?"

"Well, I don't suppose so, Mister. I just came in to fix the radiator."

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